



## State of Youth

November 12, 2013

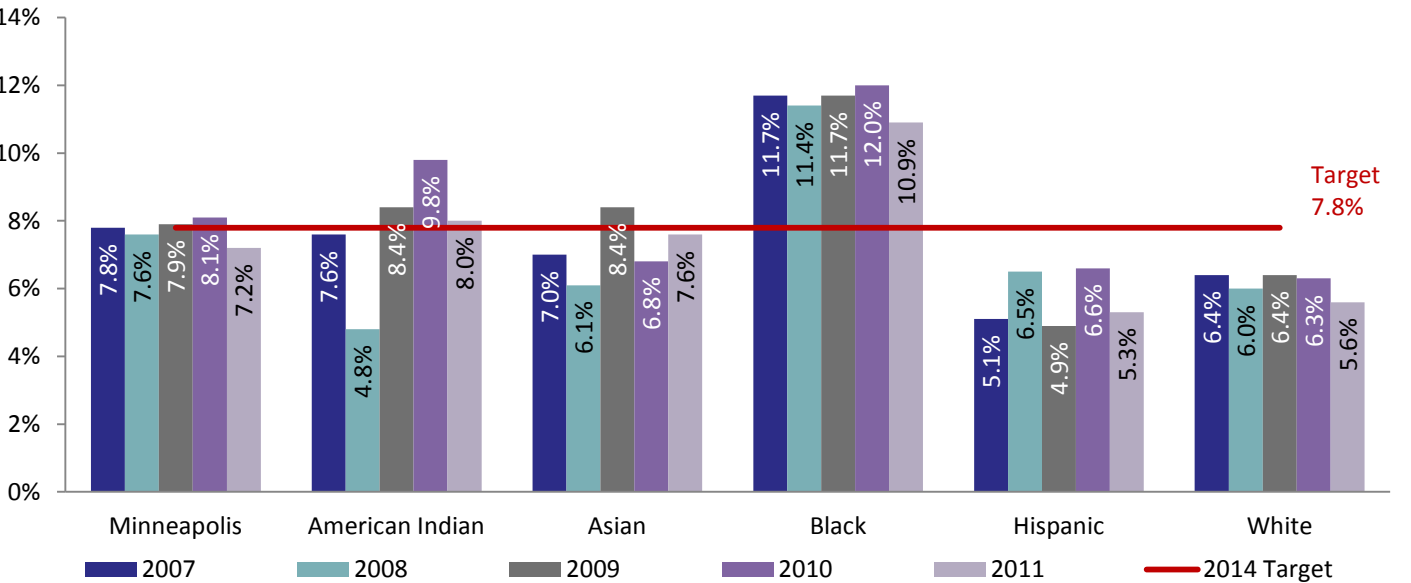
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All Minneapolis Children Enter Kindergarten Ready to be Successful in  
School

Proportion of Low Birth-Weight Babies by Race/Ethnicity



Source: Vital Statistics, Minnesota Department of Health

**Why is this measure important?**

Low birth weight (less than 5.5 pounds) is a concern because babies born too small are more likely to be hospitalized after birth compared with normal weight infants and are also more likely to experience health problems throughout their lives.

**What strategies are you using to achieve the targets?**

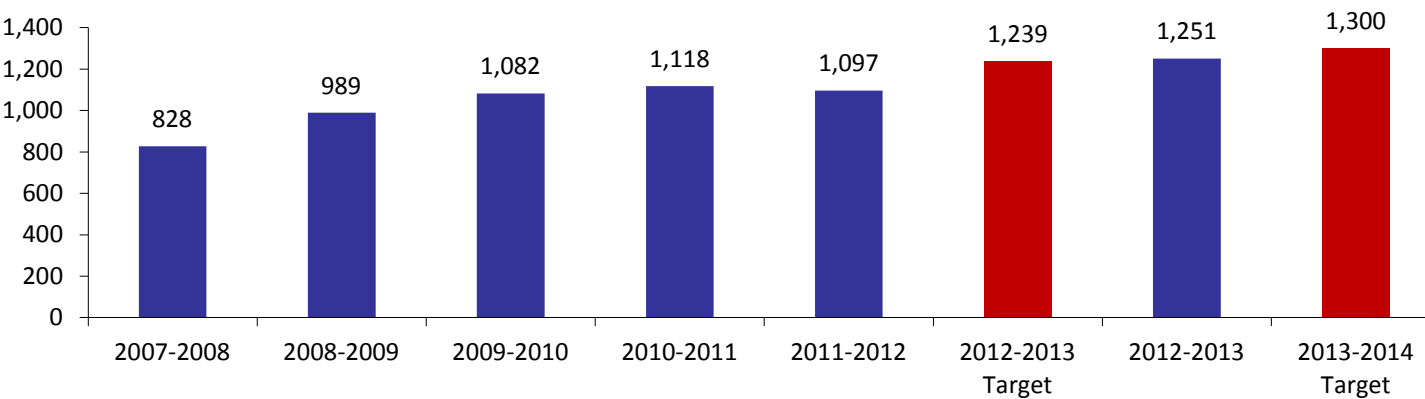
Over the past year, we have reassessed program activities through Twin Cities Healthy Start, recognizing the need to integrate the program more with other department and community-based programs and to ensure sustainability of program services if federal funding diminishes over time, as expected. Specifically, we have:

- Strengthened and developed new partnerships with health care and social services organizations to provide perinatal services to high-risk pregnant women.
- Screened 746 high-risk pregnant women in communities that have high rates of infant deaths.
- Provided case management services to 340 high-risk pregnant women who are at risk of having poor birth outcomes.
- Completed 619 public health nurse home visits to high-risk pregnant teens and teen moms.
- Conducted comprehensive prenatal education classes on topics such as the importance of safe sleep environments for infants, dangers associated with secondhand smoke, alcohol and drug use, importance of taking folic acid during pregnancy, childbirth education, nutrition, family planning, and the benefits of breast feeding.

**What resources are needed to carry out this strategy?**

We currently receive \$883,370 in funding from the federal Health Resources and Services Administration for the Twin Cities Healthy Start program. Maternal Child Health funding also addresses the needs of pregnant teens and teen mothers. TANF funding provides \$865,000 for home visits to pregnant and parenting teens and another \$1,010,000 is allocated to evidence based home visiting for eligible families in Minneapolis. All of this is Federal funding and is vulnerable to future cuts.

Number of Three Year Olds Screened by Minneapolis Public Schools



Source: Early Childhood Education Department MPS

**Why is this measure important?**

Early Childhood Screening is recommended well in advance of kindergarten in order that health problems or developmental delays can be identified and appropriate responses initiated to reduce the likelihood that these problems will impede learning.

**What will it take to achieve the targets?**

The capacity of the Minneapolis Public Schools (MPS) to conduct screenings will be enhanced with increased reimbursement for screenings. Extensive outreach to families needs to focus on the value of the screening, the need for screening at age three rather than age five, and reaching underrepresented groups of children. MPS Early Childhood Screening began Early Intervention Central Intake services for the Minneapolis Early Intervention Program beginning July, 1st, 2012. We are also working with Northside Achievement Zone (NAZ) and other partners to increase the number of three year olds screened.

Head Start Kindergarten Go File Initiative

Head Start and MPS work collaboratively to exchange student screening data on Head Start students whose parents have indicated to Head Start that their child will be an incoming student to MPS. The screening records are entered into the student’s electronic file by the screening office and the paper files are delivered to the classroom teachers at school sites in late August of each year.

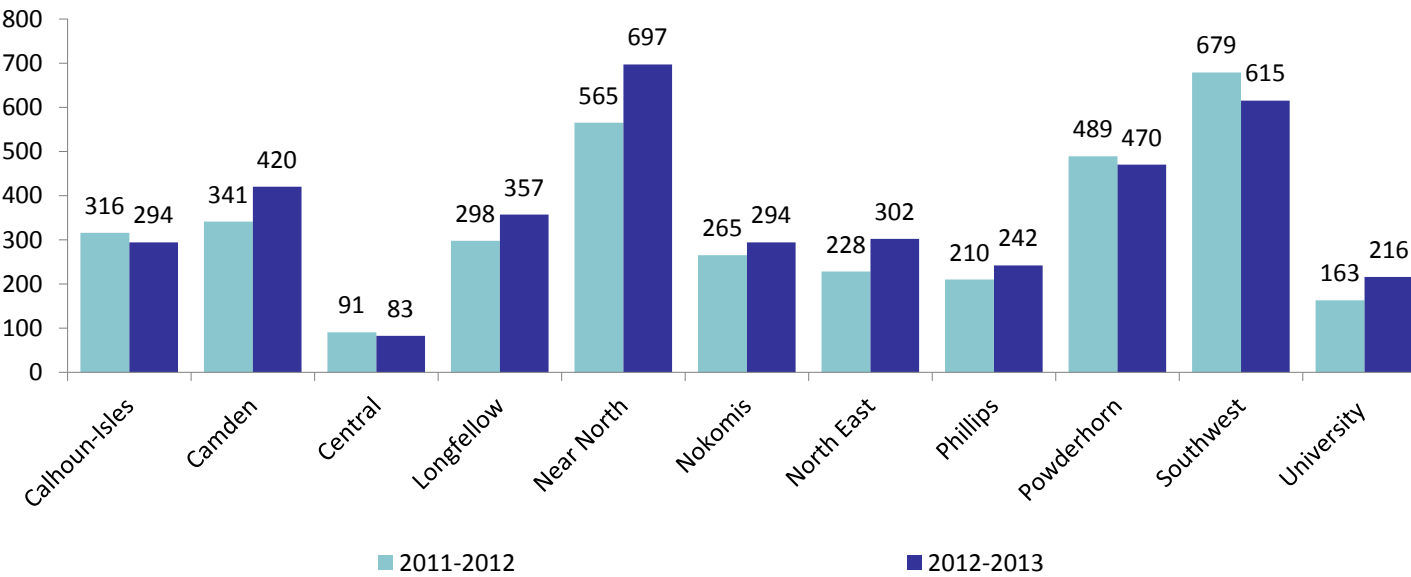
- Total number of Head Start Kindergarten Go Files received by MPS Early Childhood Screening: 980
- Total number of Head Start students who entered MPS kindergarten in the fall 2012: 590
- Total number of Head Start records not entered as students did not enter MPS schools: 390

Assuring Better Child Health and Development (ABCD) Close the Loop Initiative:

In January of 2013, MPS ECS launched a quality improvement initiative based on improving communication and work with medical clinics. The goal is to increase the screening of three-year-olds by expanding three-year-old referrals from medical providers. MPS believes that medical providers are key partners in the effort to improve school readiness as medical clinicians see 93.7 percent of all children ages three to five each year. Ten clinics have committed to work with MPS on this quality improvement initiative. In the coming year, MPS ECS will meet regularly with ABCD partners using the Plan Do Study and Act (PDSA) model of quality improvement to guide our work to improve our processes and services to children and families. We will work to increase the number of three year olds referred, screened, and participating in quality early learning programming.

Additional Data and Narrative on Next Page...

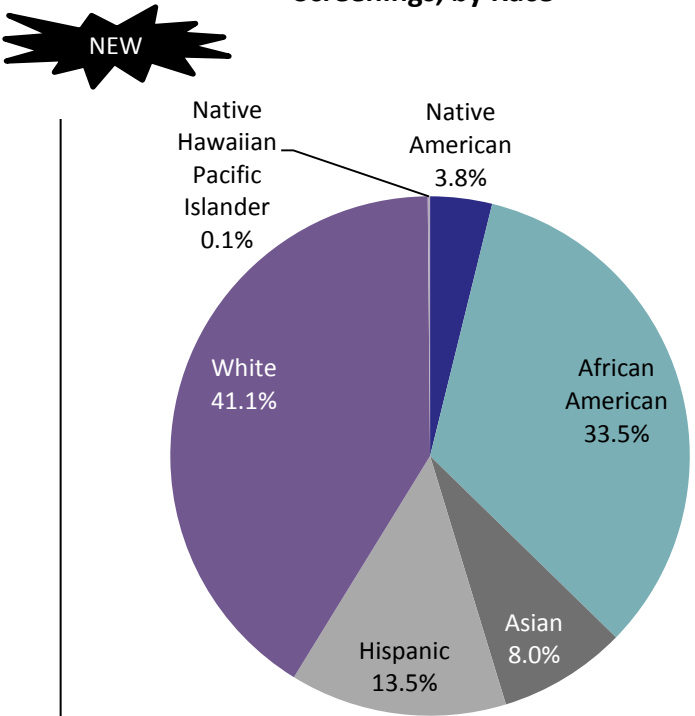
Minneapolis Public School Screenings, by Community



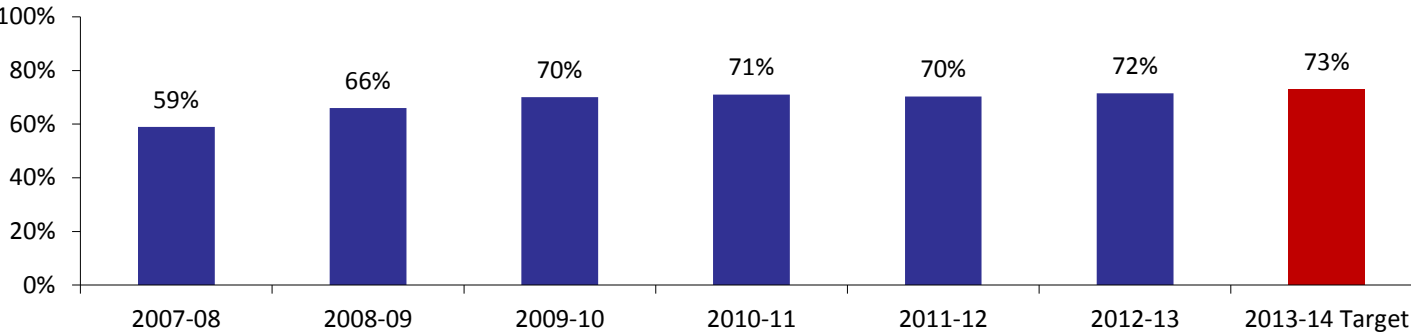
Source: Early Childhood Education Department MPS

Community	Zip Codes Included in Community
Calhoun-Isles	55403
	55408
	55416
Camden	55412
	55340
Central	55402
	55415
Longfellow	55406
Near North	55411
	55405
Nokomis	55417
North East	55418
	55421
Phillips	55404
Powderhorn	55407
Southwest	55409
	55410
	55419
University	55413
	55414
	55454

2012-2013 Minneapolis Public School Screenings, by Race



Percent of Incoming Kindergartners Who Meet/Exceed Total Literacy Benchmark on the Beginning Kindergarten Assessment



Source: MPS Beginning Kindergarten Assessment, Fall 2012

Why is this measure important?

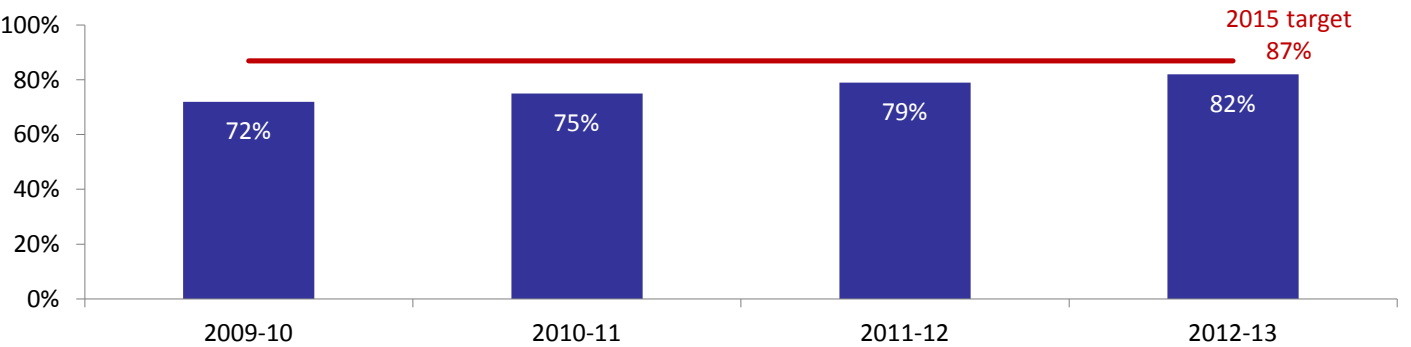
School readiness is important because children who lag behind their peers in literacy and numeracy skills as they enter kindergarten are more likely to lag behind in later years as well. The Minneapolis Beginning Kindergarten Assessment is aligned to the third grade MCA II reading assessment. Incoming Minneapolis kindergartners have steadily improved in recent years on this assessment, in particular those who have participated in MPS High Five. The available High Five seats have been expanded from 360 children in the 2006-07 school year to 1,104 in the 2013-14 school year.

What will it take to achieve the targets?

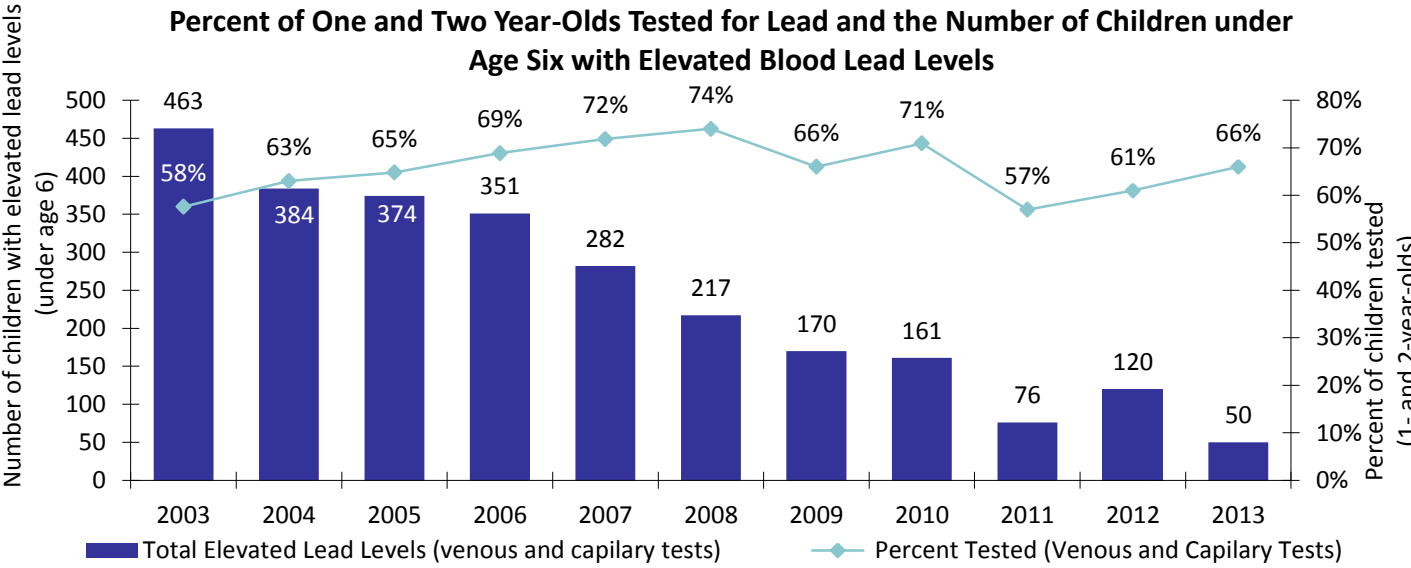
Continued progress in this measure requires extending and deepening several strategies already in place. These include:

- Expanding access to high quality early learning opportunities for young children, particularly for students who qualify for free or reduced lunch, students of color and for those with a home language other than English;
- Increase outreach to early childhood providers to strengthen the bridge between pre-k and kindergarten;
- Increasing Early Childhood Screening to help identify children who might be at risk for not being ready for school success and connect them to the early learning opportunities and resources that they need to be ready; and
- Supporting collaborative early childhood efforts, such as the Northside Achievement Zone (NAZ) and the Generation Next Early Literacy Action Team.

Percentage of Former High Five Students Who Enrolled in MPS Kindergarten and Who Meet/Exceed Literacy Benchmark



Source: Early Childhood Education Department MPS



Note: In January 2012, the Centers for Disease Control and Prevention (CDC) changed their recommendation for "blood lead level of concern" to greater than or equal to 5µg (microgram per whole blood deciliter). The elevated blood lead levels shown on the graph are for children with greater than or equal to 10 µg . Linear modeling was used to recalculate rates over the ten year period using census 2000-2010.

Source: Minnesota Department of Health

**Why is this measure important?**

Childhood lead poisoning remains a significant health problem in Minneapolis and throughout our nation. Lead is very dangerous to children under the age of six years old because of their developing brains and nervous systems. Children with an elevated blood lead level, a venous test result of 10 micrograms per deciliter of blood (µg/dl) or higher, may suffer from irreversible impacts including nervous system and kidney damage, learning disabilities, attention deficit disorder, decreased intelligence, language and behavioral problems, decreased muscle and bone growth and hearing damage. High lead levels in children can cause seizures, unconsciousness and death. Recent studies have linked lead exposure in children to criminal activity and unintended pregnancies as lead poisoning inhibits the control of impulsive behavior.

**What is the goal for this program and what will it take to achieve it?**

2017 – Eliminate lead poisoning of children above 10 µg/dl. Inspect all properties with children with blood lead levels above 5 µg/dl.

In order to eliminate lead poisoning, we must aggressively identify and control lead-based paint hazards in Minneapolis homes. This target can be achieved through inspection, enforcement, education and providing property owners financial incentives to remediate lead hazards preventatively. In 2012, the City offered specialized lead cleaning to all homes of lead poisoned children, reducing lead exposure until a full lead hazard reduction project makes the home lead safe.

The State of Minnesota mandates that environmental inspection take place when a child's blood lead level is 15 ug/dl. The City currently inspects the homes of all lead poisoned children with blood lead levels 10 ug/dl and above. However, there is no safe level of lead. The Centers for Disease control had amended the definition of lead poisoning to a blood lead level of 5 µg/dl.

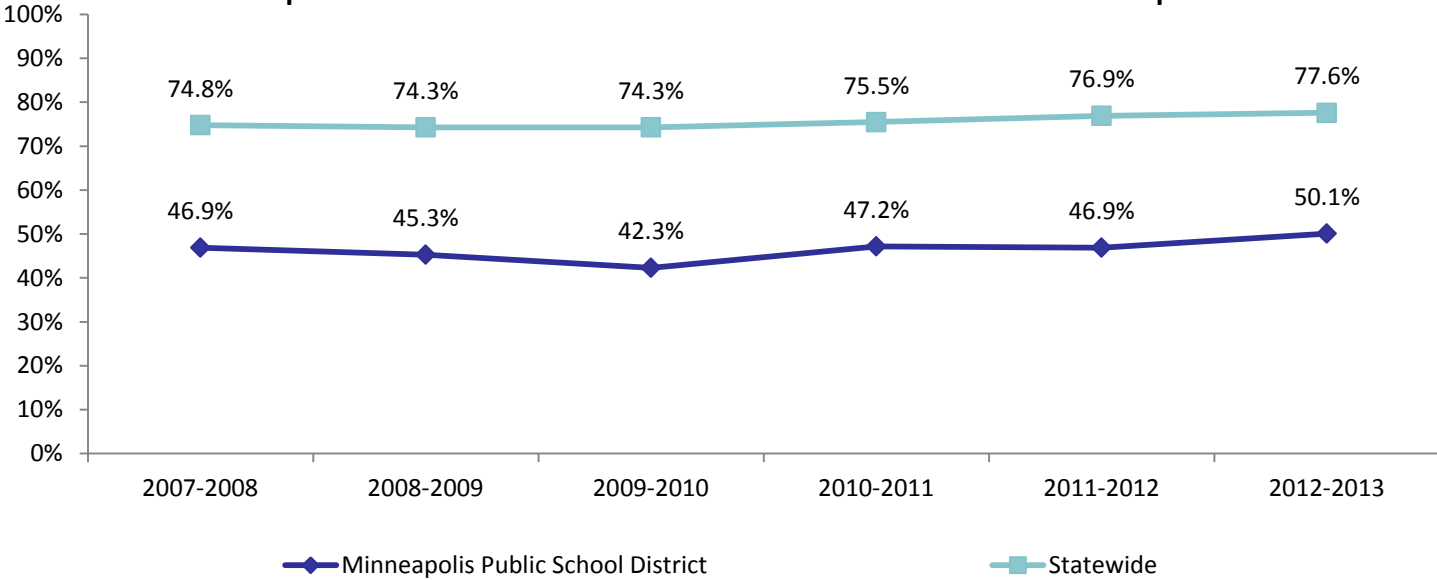
Screening all children requires coordinated efforts with the Minnesota Department of Health, clinical providers, and health plans, as well as community resources to address lead hazards once elevated lead levels are detected. Eliminating lead poisoning requires broad-based community and government efforts to remediate lead hazards in homes prior to poisonings. Partners include City departments, Hennepin County’s Housing, and community partners.



All Minneapolis Young People Graduate from High School on Time



Minneapolis Public School and Statewide Four-Year Graduation Rate Comparison



Source: MPS Research, Evaluation & Assessment Department

Why is this measure important?

The vision for Minneapolis Public Schools is that all children will be college and career ready. A critical element of attaining this vision is ensuring that students graduate from high school. While for some students a longer track makes sense, the goal for most is to graduate in four years.

What will it take to make progress?

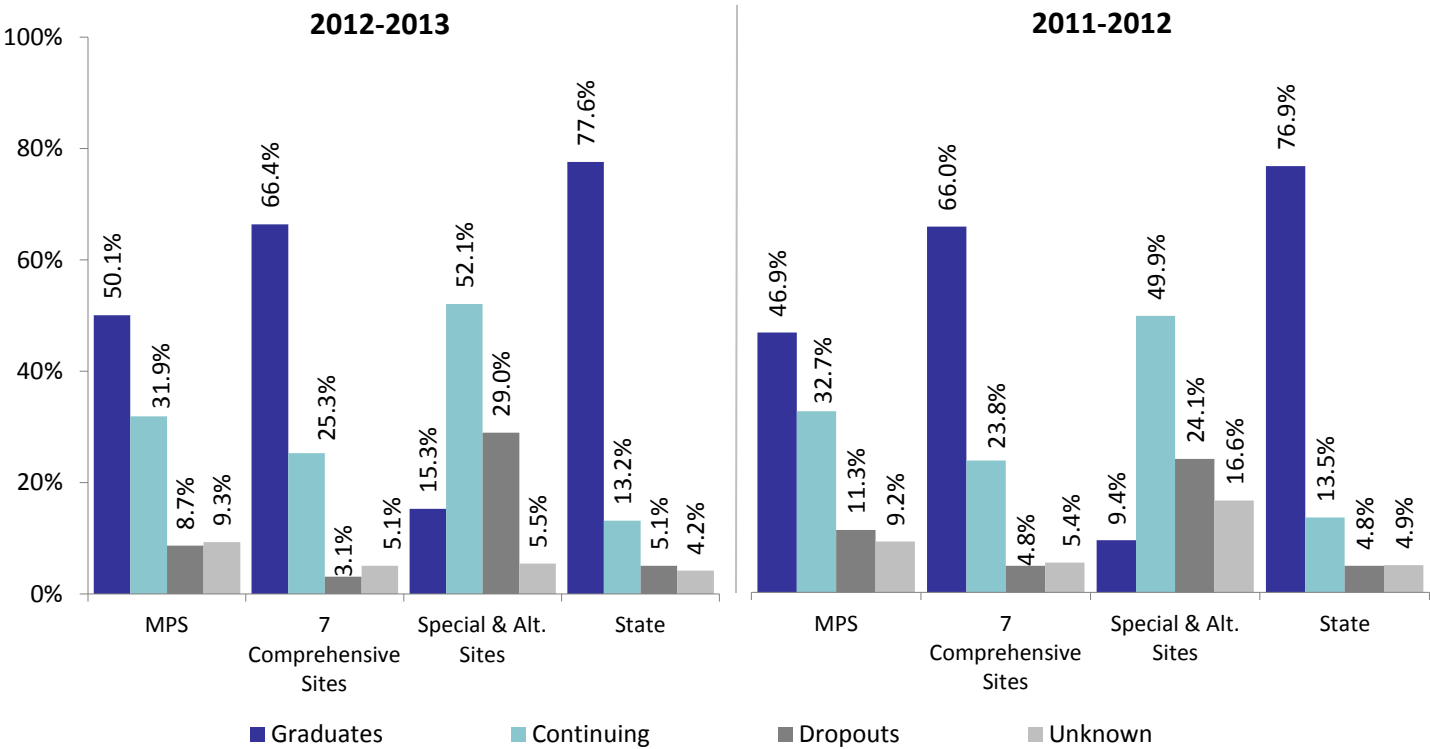
Graduation rates for MPS traditional comprehensive high schools are substantially higher than the rates for our special and contract alternative sites, additionally, there are significant disparities between white students and students of color. Strategies to address the overall graduation rate will have to specifically target those populations of students.

In an effort to increase the number of MPS graduates MPS is:

- Working with our contract alternative partners to develop rigorous accountability measures;
- Strengthening credit recovery efforts to help get students back on track; and
- Identifying successful practices from schools that have been successful at closing racial disparities in graduation rates.

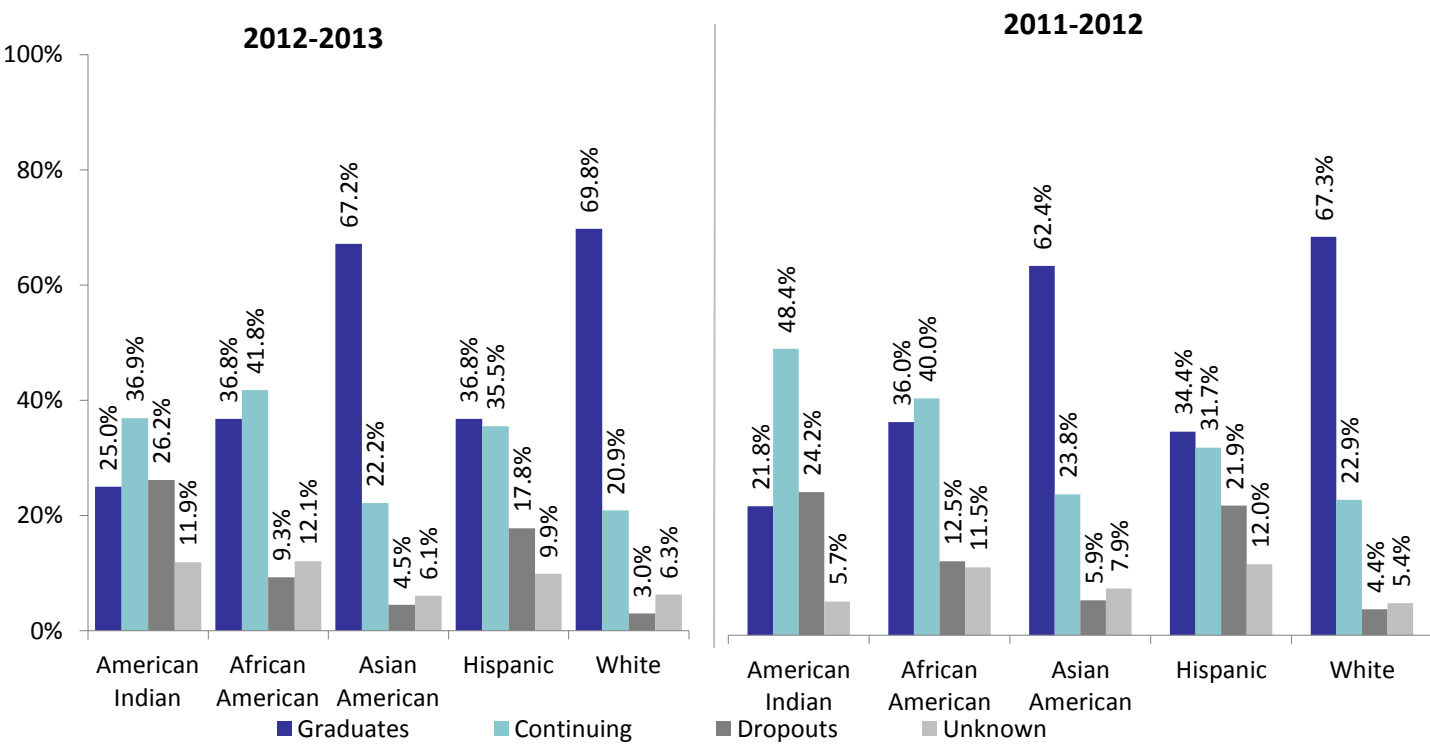
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Minneapolis Public High School Graduation Rates

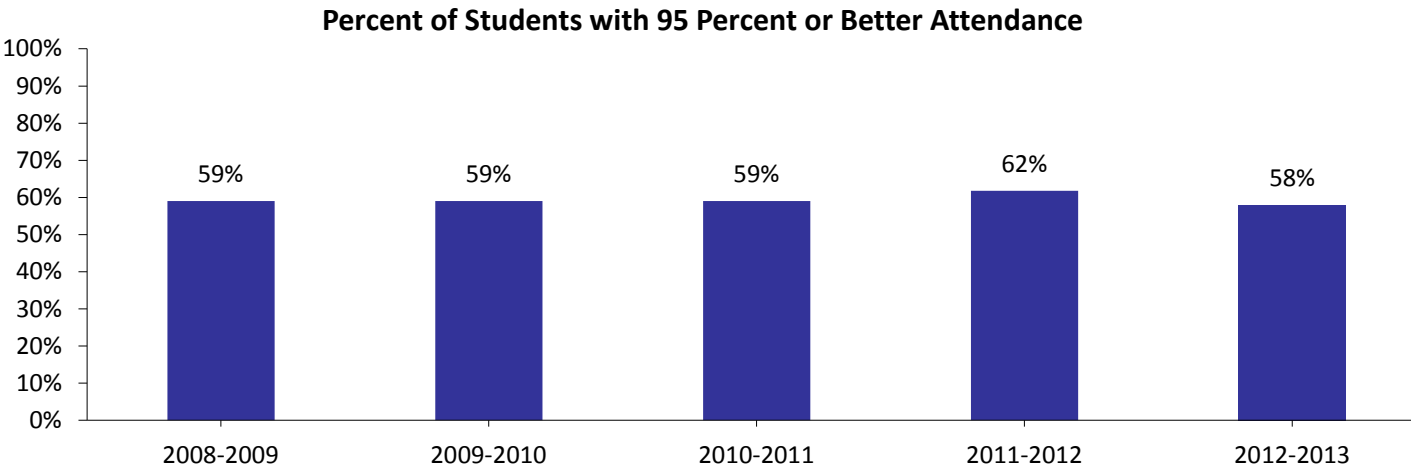


Source: MPS Research, Evaluation & Assessment Department

Graduation Rate of Minneapolis Public High School Students in Percent by Ethnicity/Race



Source: MPS Research, Evaluation & Assessment Department



Source: MPS Research, Evaluation & Assessment Department

**Why is this measure important?**

MPS research and that of others demonstrates a link between consistent attendance and student achievement and college and career-readiness. Ninety-five percent attendance equate to missing fewer than nine days in a given school year.

**What will it take to make progress?**

While the percentage of students achieving the 95 percent attendance goal had been flat and has recently decreased, the average daily attendance remains relatively high overall- approximately 93 percent. This figure is higher in the lower grades and drops off through middle and high school.

Data analysis also shows that the transitions between elementary and middle school and middle school to high school are times of particular risk for decreases in attendance. This year, the District has added the Check and Connect program to nine middle schools while maintaining the service in the seven high schools. The middle school Check and Connect workers, in a proactive approach, intervened with students entering sixth grade that had been identified for being at risk for attendance concerns.

Analysis also shows that there are specific student groups where attendance rates are particularly low and need to be addressed. Students who are considered homeless or highly mobile and those in the Native American community have the lowest school attendance rates. The District assigns additional social work resources to schools with high rates of homeless students and adds Check and Connect workers to school to match the need in others. Without housing stability, there continues to be disruption in attendance for students, including missed days during each moving event and as the family settles. However MPS reroutes transportation so that they may return to their school.

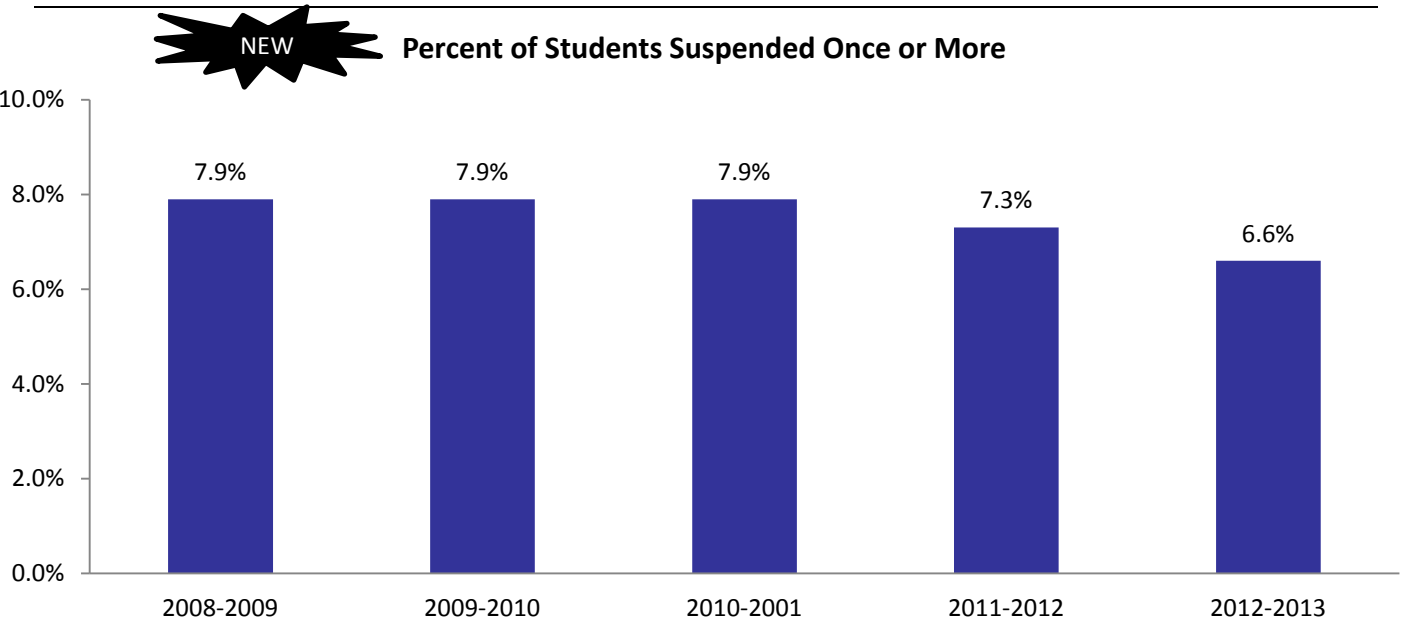
Often family and community needs present barriers to attendance. Minneapolis Schools works closely with the Be@School program, a truancy intervention program that offers parent education and community based supports to families to address the barriers to attendance. Over 4,000 students were referred to the program in the 2012 school year and over 2,000 had joint family, school, county and community agency meetings to identify and make plans to improve attendance. Mental health concerns also present a specific barrier to learning. The District along with community partners including the Minneapolis Department of Health, continues to expand and strengthen the services available to students.

Additional Data on Next Page...

This year about 1,000 students and families will be served by this program. Our research indicates that for student's with attendance concerns and receiving service attendance improves to the point where it no longer is a concern.

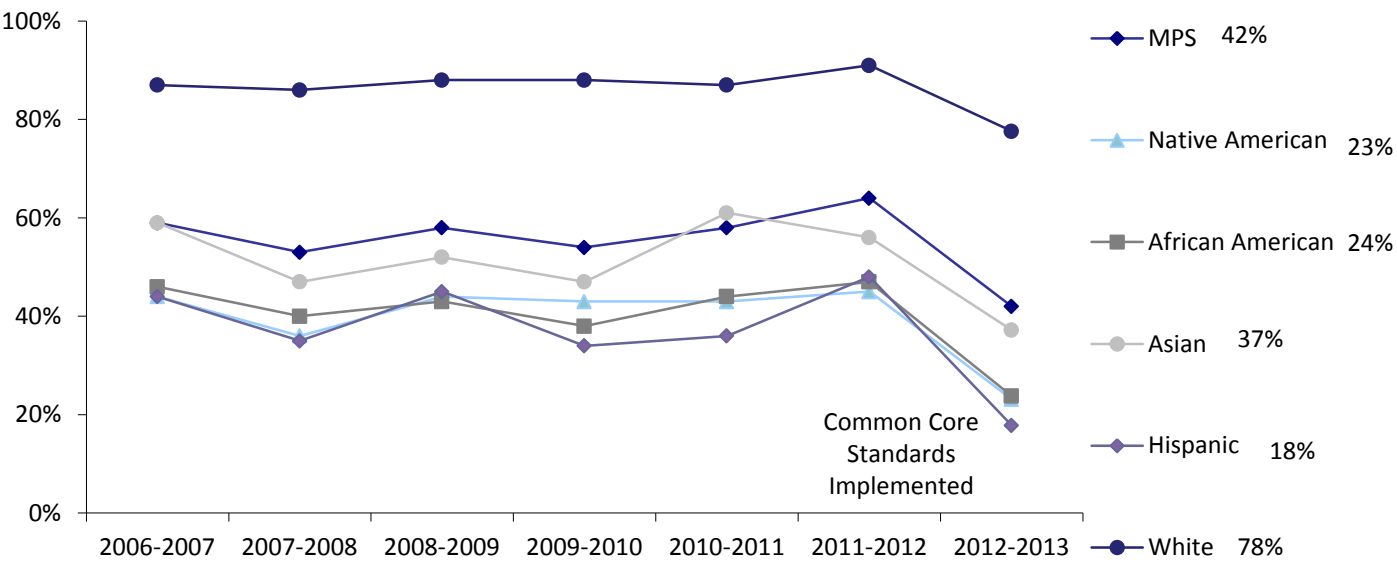
MPS is currently participating in a community-based American Indian attendance campaign, which includes student, family and community attendance pledges, educational efforts about the importance of attendance, family goal planning around attendance for targeted students and community recognition for high attending Native students. In addition the Hennepin County “Be at School” program has doubled their efforts with Native students.

Suspensions are also important, as the behavior that causes them often impacts the learning climate for all students and the suspended students are losing valuable class time. The downward trend is expected to continue and to accelerate with the implementation of the new MPS discipline policy.



Source: MPS Research, Evaluation & Assessment Department

Percent of MPS 3rd Grade Students who Meet/Exceed Proficiency on MCA-II Reading, by Race/Ethnicity



Source: MPS Research, Evaluation & Assessment Department

Why is this measure important?

Reading is both important in its own right and because it is the primary way students access information in mathematics, science and social studies. When students struggle to read, their ability to learn other subject matter is limited. Attaining solid reading skills in the early grades is essential because students who experience early reading failure are unlikely to catch up to the expectations of subsequent grades.

In the 2012-13 school year, the reading MCA was changed to reflect the more rigorous Common Core standards. The drop in proficiency overall and across student groups was comparable between MPS and the State.

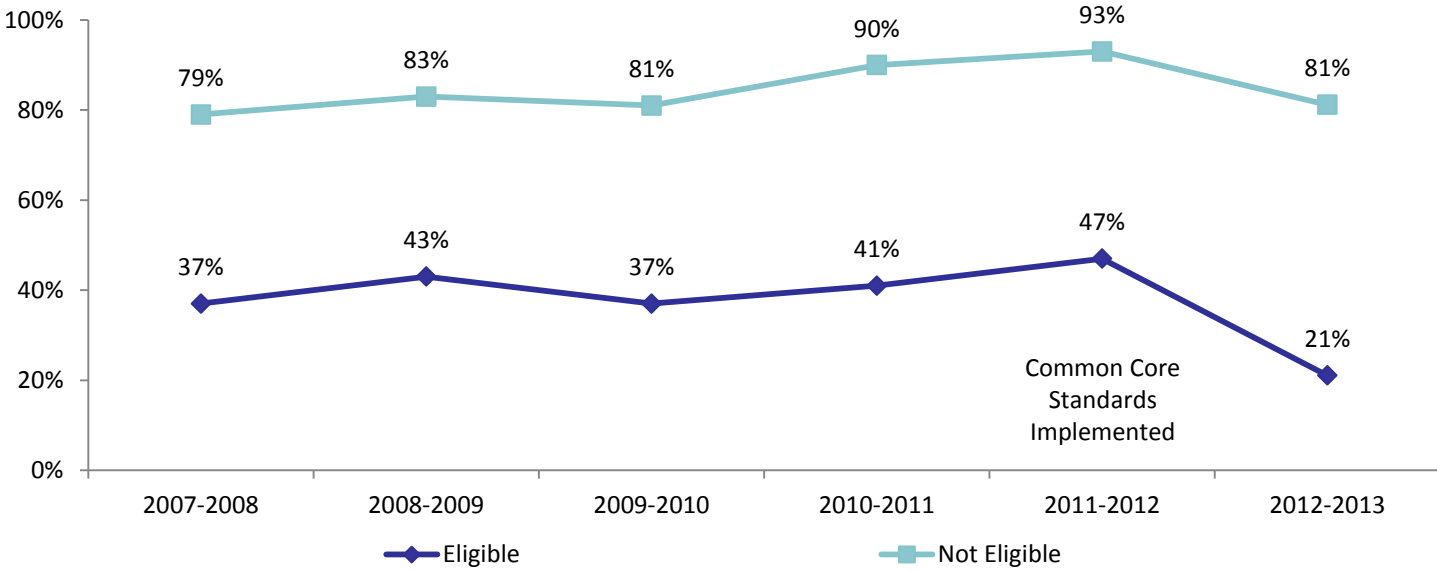
What will it take to make progress?

Currently MPS is in the second year of implementation for Focused Instruction, which supports quality, standards-based instruction through curriculum guides, benchmark assessments and professional development. Beginning in 2013-14, Focused Instruction will also include a multi-tiered system of support, or “RTI” model. This model sets up the process for identifying students needs when they do not master the core instruction and guidance on selecting an appropriate intervention.

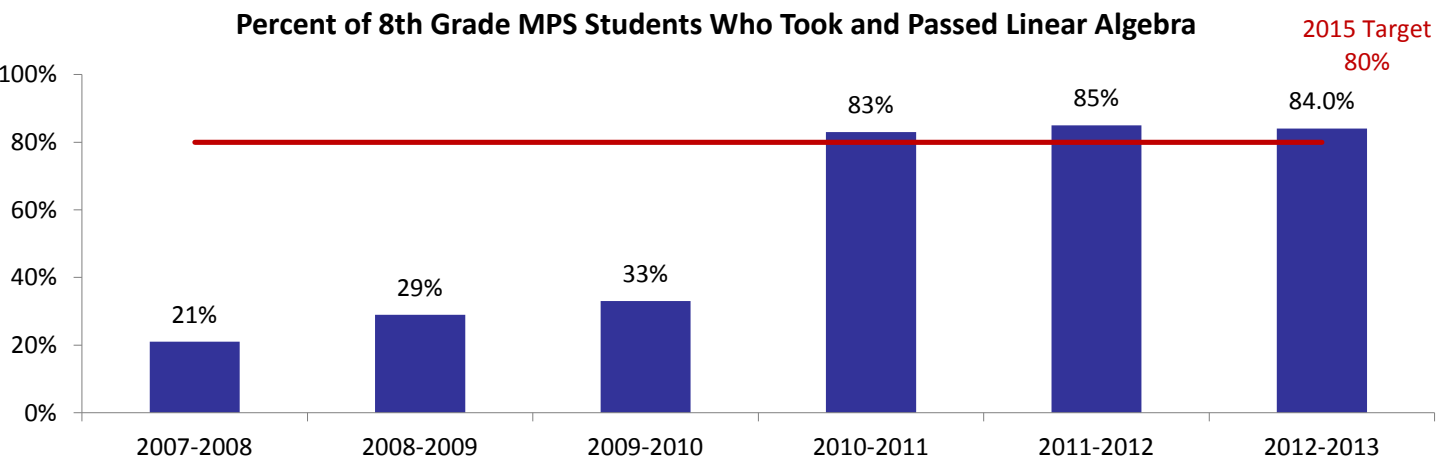
In light of current results and the transition to the Common Core, there are several additional strategies that will be put in place at MPS. This includes:

- Increasing the use of non-fiction text across grade levels and subject areas, as this is a heavy focus of the MCA-III;
- Targeting additional resources and supports to schools with the highest need populations, emphasizing grades k-3 ; and
- Implementation of A pilot program (NABAD) is under way to orient newcomers to our system. For new immigrants, it’s critical to provide the transition support needed to be able to participate in core instruction, which starts with learning what it means to be in school and learning the language of school.

Comparison of MPS 3rd Grade Students Who Meet/Exceed Proficiency on MCA-II Reading, by Eligibility for Free/Reduced Lunch Program



Source: MPS Research, Evaluation & Assessment Department

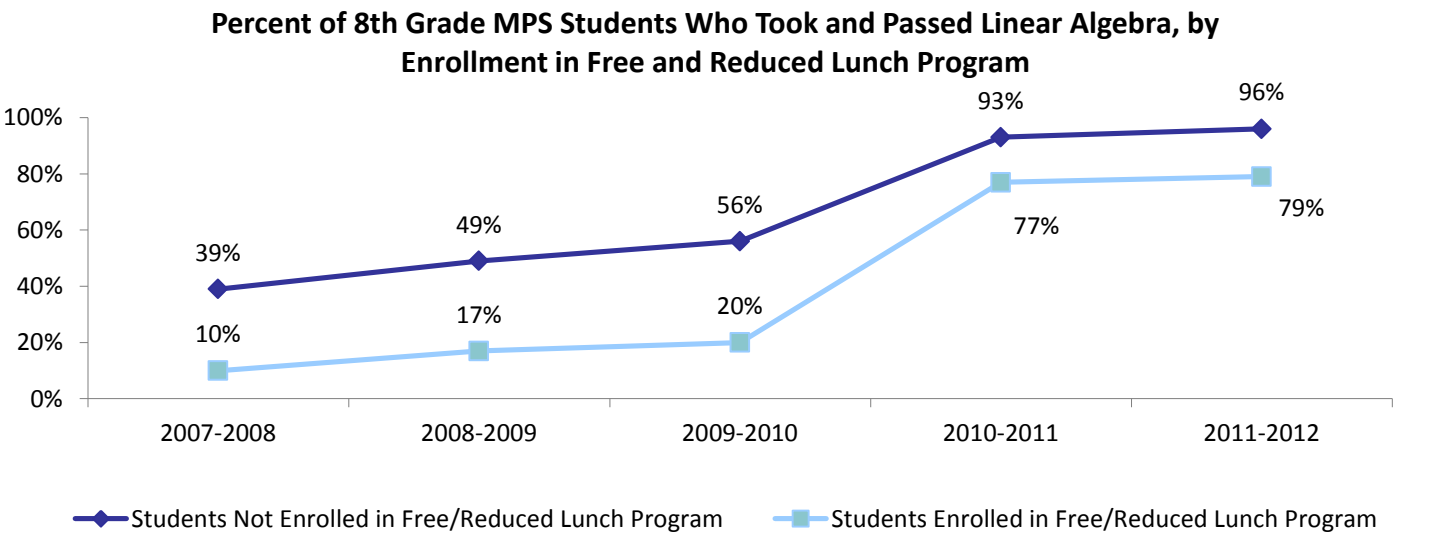


Note: A student receiving a D- or above is considered to have passed Linear Algebra  
Source: MPS Research, Evaluation, and Assessment Department

**Why is this measure important?**  
Understanding linear algebra is required for success in more advanced math and science coursework in high school and beyond. Looking to improve the performance of Minnesota students in math, science and technology, the state set a goal of having every student pass linear algebra by the end of 8<sup>th</sup> grade.

**What will it take to make progress.**  
In 2011, MPS changed its middle school math curriculum to include linear Algebra in 8th grade, to align with new state law, prepare students for the new MCA-III, and prepare students better for higher level math in high school.

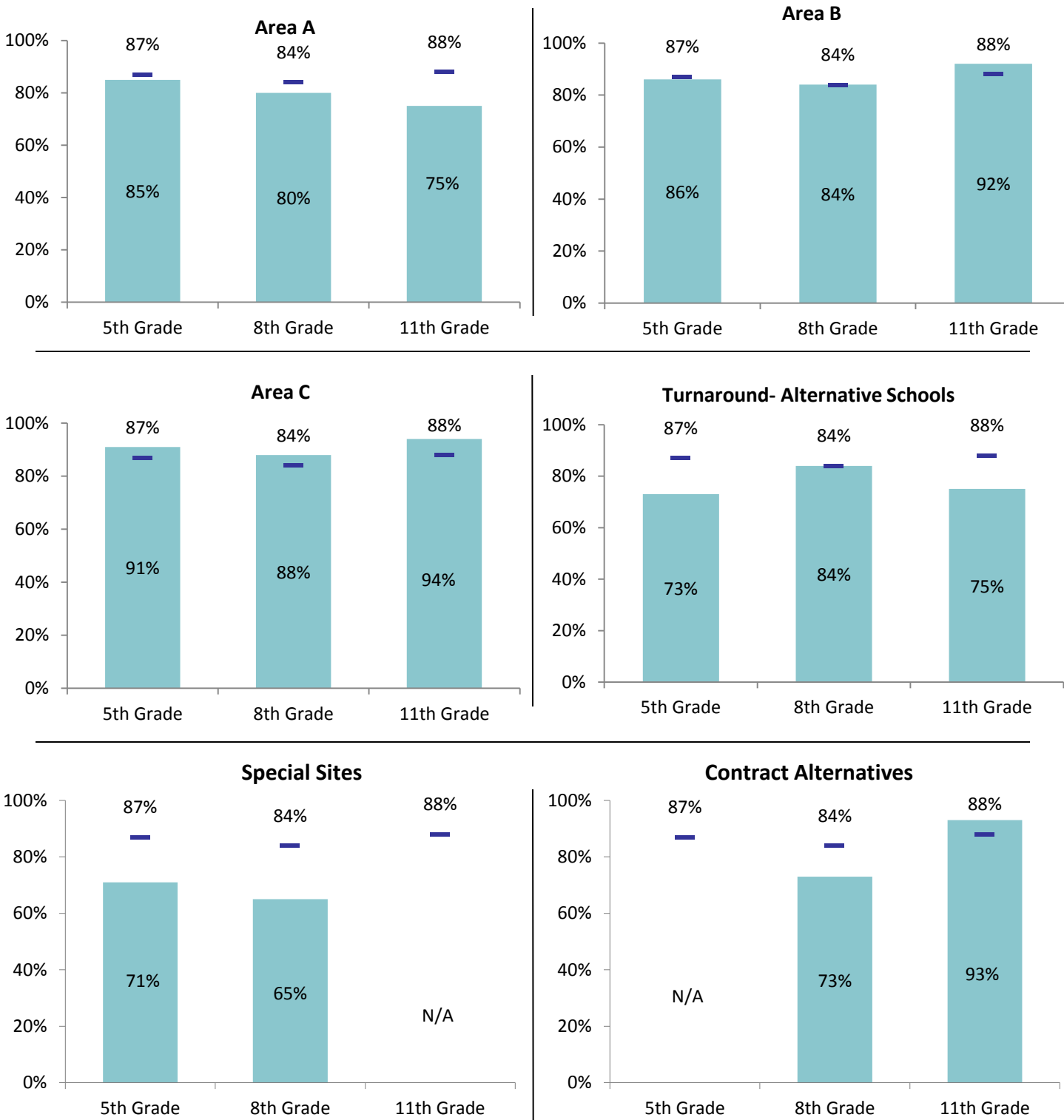
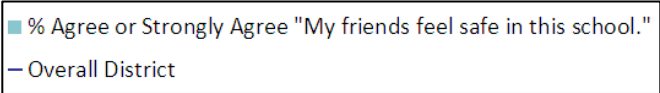
In 2013, the number of 8th graders taking and passing linear algebra remained steady, continuing to exceed our 2015 target. Now that this curriculum change has been instituted, this measure will likely be phased out.



Note: A student receiving a D- or above is considered to have passed Linear Algebra  
Source: MPS Research, Evaluation and Assessment Department



Percentage of Students who Agree or Strongly Agree "My friends feel safe in this school" Compared to District Overall, by Area



**Why is this measure important?**

Youth who feel safe in their school environment are more likely to attend school and succeed academically than those who do not feel safe. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.\*

**What will it take to make progress?**

The City of Minneapolis and Minneapolis Public Schools (MPS) should continue to make sure that young people see themselves as important and necessary elements in making a safe and successful city and school environments. Several efforts underway are important to create and maintain safe and welcoming climates within the Minneapolis Public Schools and throughout the city.

The District, after significant engagement of the community is in the process of revising the Discipline Policy. Based in best practice and consistent with stakeholder input, the new policy emphasizes creating systems of instruction and response based in the models of Positive Behavior Interventions and Supports (PBIS) and Response to Intervention. Consistent implementation of these practices grounded in promoting the development of social skills and responding with a restorative approach will continue to raise the number of students who feel safe and connected to school.

Speak-UP, a hotline enabling young people to anonymously receive support and guidance and to leave information about threats or potential acts of violence throughout the city was started as a partnership between MPS, MPD and the Health Department. While funding has fallen off in recent years, the hope is that there will be new opportunities to support this effort in the future as it gives youth a safe place to have a voice and get connected to resources in the community.

School Resource Officers also serve an important role as formal and informal mentors for youth. The role of the SRO is to connect with students and staff and foster positive relationships, operating from an enforcement position when absolutely necessary. The SRO program also extends their connection with youth into summer initiatives including bike cops for kids, summer youth employment program, police activities league (pal), downtown improvement district, and the MP<sup>2</sup> mentoring program.

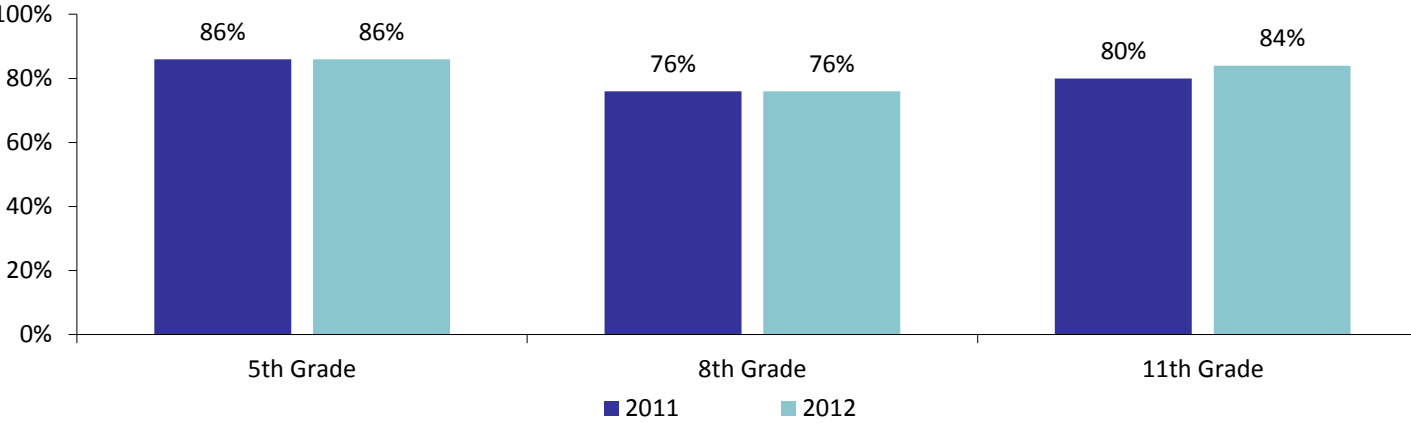
Safe Routes to School, is a partnership with MPS and Minneapolis Public Works to support and promote walking and biking to school.

Additionally, the Minneapolis Youth Congress identified five approaches for increasing feeling safe in school and community from youth attending their Safety Hearings in August 2010:

- 1. Understand and get to know the people in your community/school;
- 2. Be honest, forthright and non-judgmental;
- 3. Give everyone good information in preparation for an emergency and while an emergency is happening;
- 4. Listen to each other; and
- 5. Make good decisions, stay out of trouble and don't act guilty if you are not.

\* National School Climate Council  
*Results Minneapolis: State of Youth*

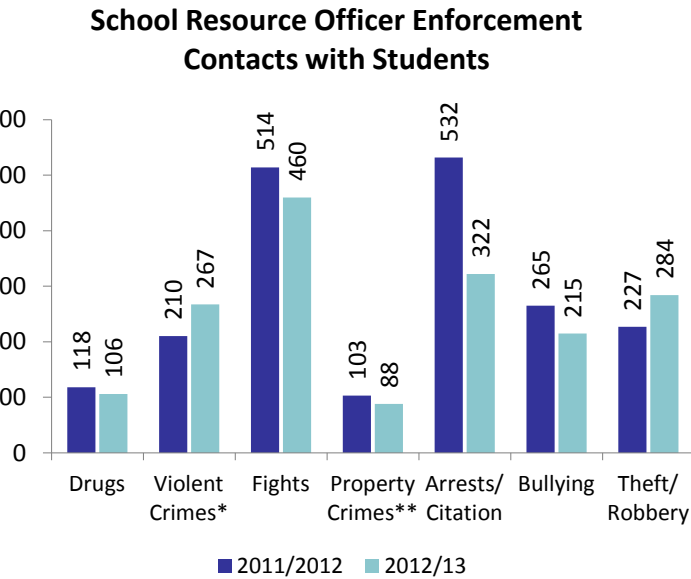
Students Who Agree or Strongly Agree that "If I have a problem, there is at least one adult in this school I can talk to."



Source: MPS Student Opinion Survey, 2011 and 2012

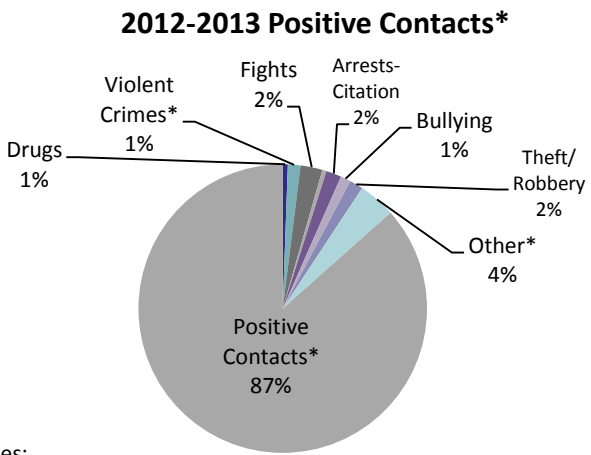
The Blueprint for Action: Preventing Youth Violence in Minneapolis and the recent designation as a Nation Forum on Youth Violence Prevention are city efforts underway to increase the number of youth who believe they have a trusted adult at home or at school that they can turn to in times of distress in order to reduce participation in risky behaviors. The PBIS approach is one of many being explored across public jurisdictions to include Minneapolis Parks, Hennepin County Libraries and youth serving non-profits so that young people experience coordinated expectations and identifiable messaging.

School Resource Officer Enforcement Contacts with MPS Students



\*Violent Crimes: Weapons, Criminal Sexual Conduct, and Assault  
\*\*Property Crimes: Vandalism and Damage to Property

Source: MPS Office of Emergency Management, Safety & Security

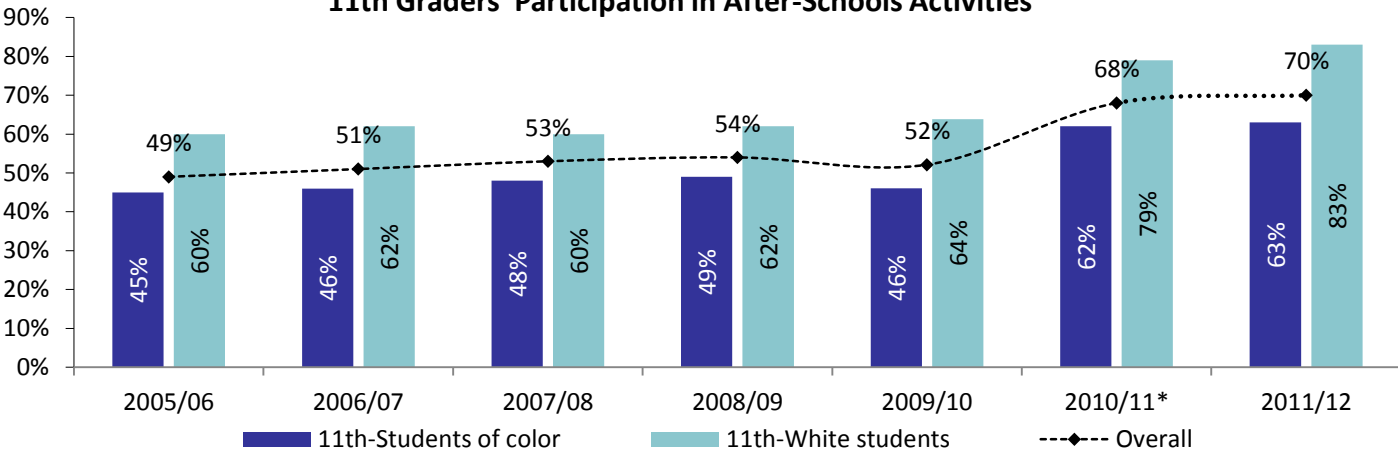


Notes:  
1. \*Positive Contacts include classroom activities, criminal incidents that do not result in an arrest (e.g., a warning), and other non-enforcement contacts.  
2. \*\*Other: Terroristic Threats, Missing Persons, Code Red/Yellow, Assist Other Police, Status Offenses, Criminal Incidents No Arrest and Health and Welfare  
Source: MPS Office of Emergency Management, Safety & Security

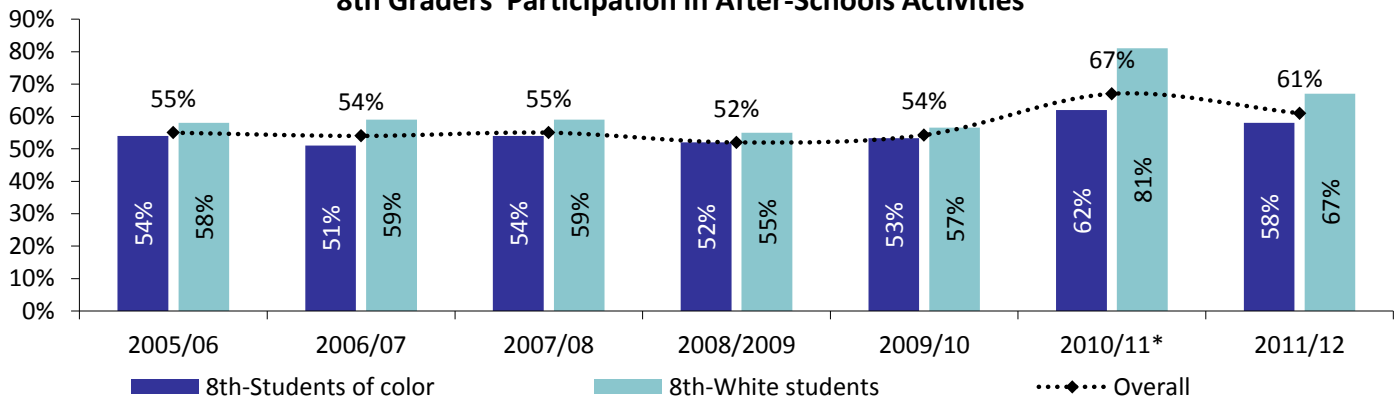
The Minneapolis Police Juvenile Division in partnership with MPS and the Hennepin County Attorney has sought to decriminalize school behavior issues by allowing schools to deal with issues they can and working to offer more positive alternatives if enforcement intervention is needed.

All Minneapolis Young People Have Access to Safe Quality  
Opportunities to Learn Outside of the Classroom

11th Graders' Participation in After-Schools Activities



8th Graders' Participation in After-Schools Activities



Note: In years previous to 2010/11, MPS asked students if they participated in extracurricular activities. Since 2010-2011 MPS asked Grade 8 and 11 students (not grade 5) four separate items regarding various types of extracurricular activities. For 2010/11 we report out the percent of students who said YES to one or more of the four types of activities.

Source: MPS Student Opinion Survey

Why is this measure important?

Research has shown that students who do not participate in extracurricular activities, such as those offered in after-school programs, are more likely to use drugs and more likely to become teen parents than are students who spend one or more hours per week in extracurricular activities. Analyses of the Minnesota Student Opinion Survey of students who attend Minneapolis Public Schools shows that those not engaged in weekly activities were more likely to engage in antisocial behaviors, such as vandalism, theft and fights. Lack of adult supervision between the time that students are sent home and the time that parents arrive home from work is among multiple contributing factors to juvenile delinquency. Beyond simply offering a supervised time, extracurricular activities offer children and youth opportunities to learn new skills such as conflict resolution, prepare for a successful career, improve grades and develop relationships with caring adults. These elements can be critical in helping youth develop in positive ways.

Eighth grade athletic participation is an excellent gateway to high school athletic participation. In a study done last year by the Minneapolis Public Schools 9th grade athletes were statistically compared to students who did not participate in athletics for the 2010-2011 school year. Overall 9th grade athletes had statistically significant higher grade point averages and attendance rates than non-athletes. These results demonstrate the powerful correlation between engagement in co-curricular and academic success.

Additional Narrative on Next Page...

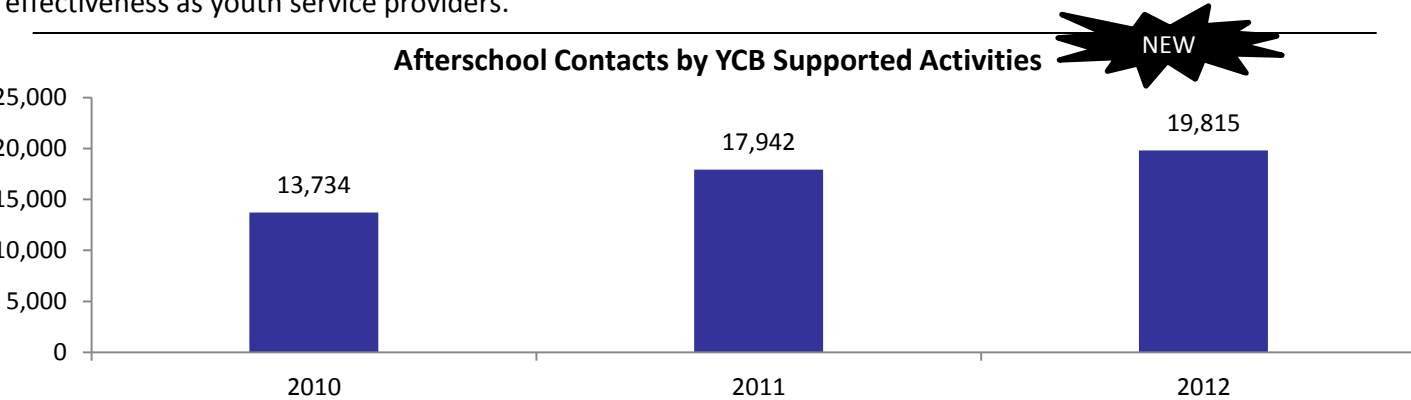
What will it take to make progress?

An increase in funding along with creative ways to leverage assets is critical for improvements to be made. Upgraded facilities, more inclusive programming and strong adult leadership will allow students to further develop themselves in positive ways outside of the defined school day.

High quality, structured out of school time programs are environments that have the potential to support and promote youth development because they situate youth in safe environments, prevent youth from engaging in delinquent activities, teach youth general and specific skills, beliefs, and behaviors and provide opportunities for youth to develop relationships with peers and mentors. Increasing involvement in out-of-school time activities involves addressing the barriers to participation by young people and the challenges faced by providers/organizations in offering quality opportunities. In addition to the research findings, young people identified these three key barriers to participation 1.) having other responsibilities at home (caring for younger siblings, needing to earn money to help the family budget); 2.) lack of safe transportation to programs/opportunities; and 3) not knowing what is available.

The Minneapolis Park and Recreation Board (MPRB) and the Minneapolis Public Schools (MPS) strive to effectively serve youth and families across the city of Minneapolis. Their work has become more challenging as resources have become more limited. Through a Joint Commission Charter these two organizations are working together with a goal of establishing a robust organizational network that refines, builds and sustains a continuum of accessible, high quality sports and fitness opportunities and facilities available to all children in Minneapolis. The reliance of these organizations on each other in addition to well-coordinated partnerships with outside agencies and groups will lead to a more cohesive and successful engagement of Minneapolis youth.

In the summer 2012, the Minneapolis Youth Coordinating Board (YCB) received support from Youthprise to import the St. Paul Sprockets Model into Minneapolis. Sprockets is a city wide out of school time system that works to improve the quality, availability and effectiveness of out of school learning time through committed, collaborative and innovate efforts for community organizations, government, schools and other partners. When implemented in Minneapolis there will be an opportunity for expanded and deepened data collection and evaluation of out of school activities for the purpose of planning and policy development. The result will be that children and their families will have better information about activities allowing them to more effectively plan for out of school activities and youth serving agencies will have a consistent way to evaluate their effectiveness as youth service providers.



Notes:

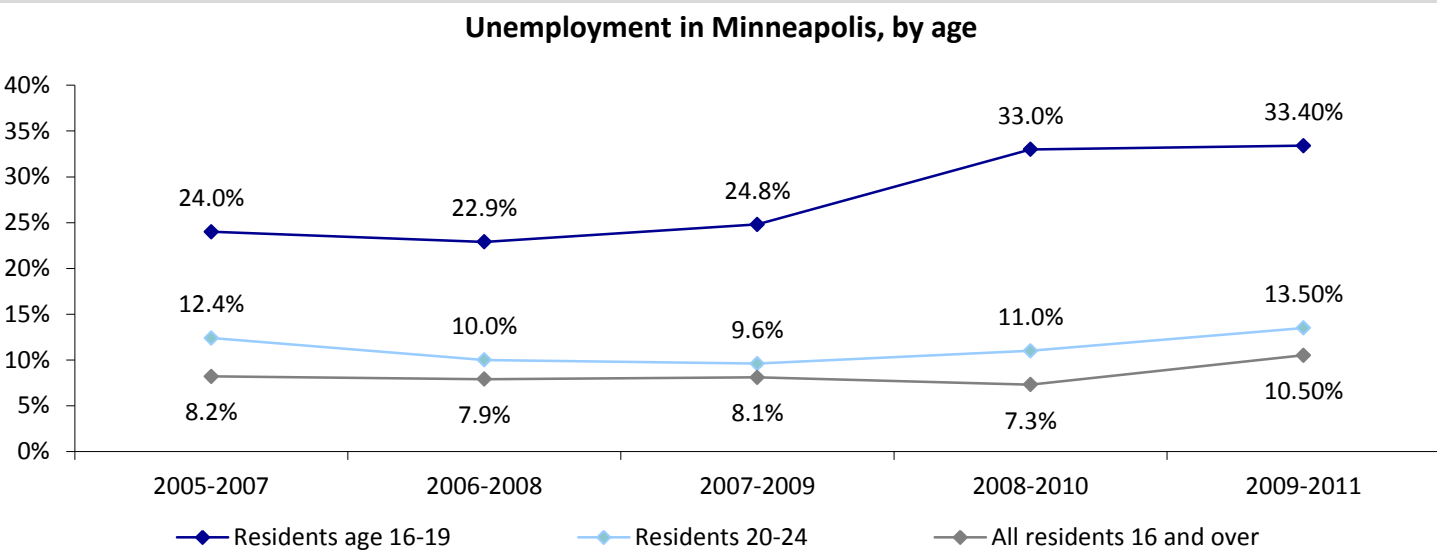
■ Number of Youth Contacts

1. These are duplicated numbers of youth and include participant contacts from MPS Community Education, Hennepin County Libraries (Those located in the City of Minneapolis) and Minneapolis Parks

2. These programs received City monies received by the YCB from the Minneapolis Health Department

Source: Youth Coordinating Board

All Minneapolis Children and Young People Are Ready to Further Their  
Potential through Lifelong Learning, Work Experience and Community  
Connections



Source: American Communities Survey 3-year estimates

### Why this measure is important

There are many benefits to employment among young people. These include:

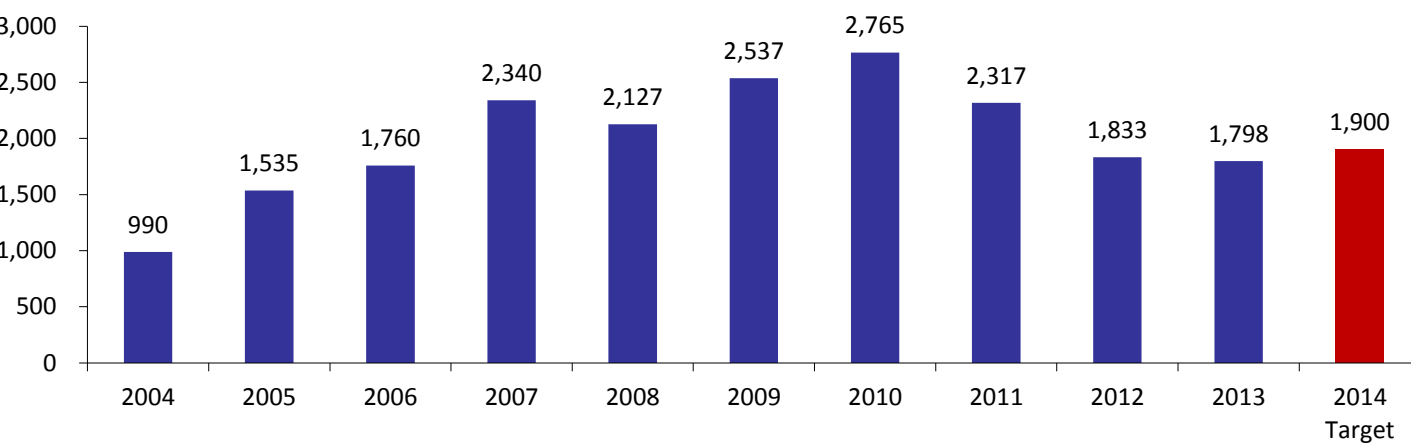
- Exposure to work and careers during high school has the potential to improve employment prospects and earnings (long-term);
- Career-focused education and contextual learning (via a job) has the potential to improve attendance, credit acquisition and graduation rates for at-risk students;
- Teens in low-income families have the least access to employment opportunities;
- Reducing racial disparities seen in adult employment begins with providing teens with job opportunities;
- Connecting youth to career-based activities during their formative years helps to promote self-sufficiency into adulthood;
- Youth who are exposed to careers and post-secondary education during their teen years can more easily envision a future of personal success; and
- Engaged youth ultimately means increased self-sufficient adults, safer neighborhoods and well-positioned employers.

### What it will take to make progress:

A continued effort to broaden the employer base is needed; youth employment in Minneapolis is truly a community partnership. As state and federal resources shrink, the local employer community must increase their capacity to help develop youth and their future workforce.



METP Summer Youth Placements (STEP-UP)



Source: CPED: Workforce Development

**Why is the measure important?**

A substantial body of literature finds that summer employment during high school creates short- and long-term positive impacts on students’ employability, wages and earnings, especially among those who do not go on to complete substantial post-secondary education. Employers make connections with and help shape the diverse workers of the future.

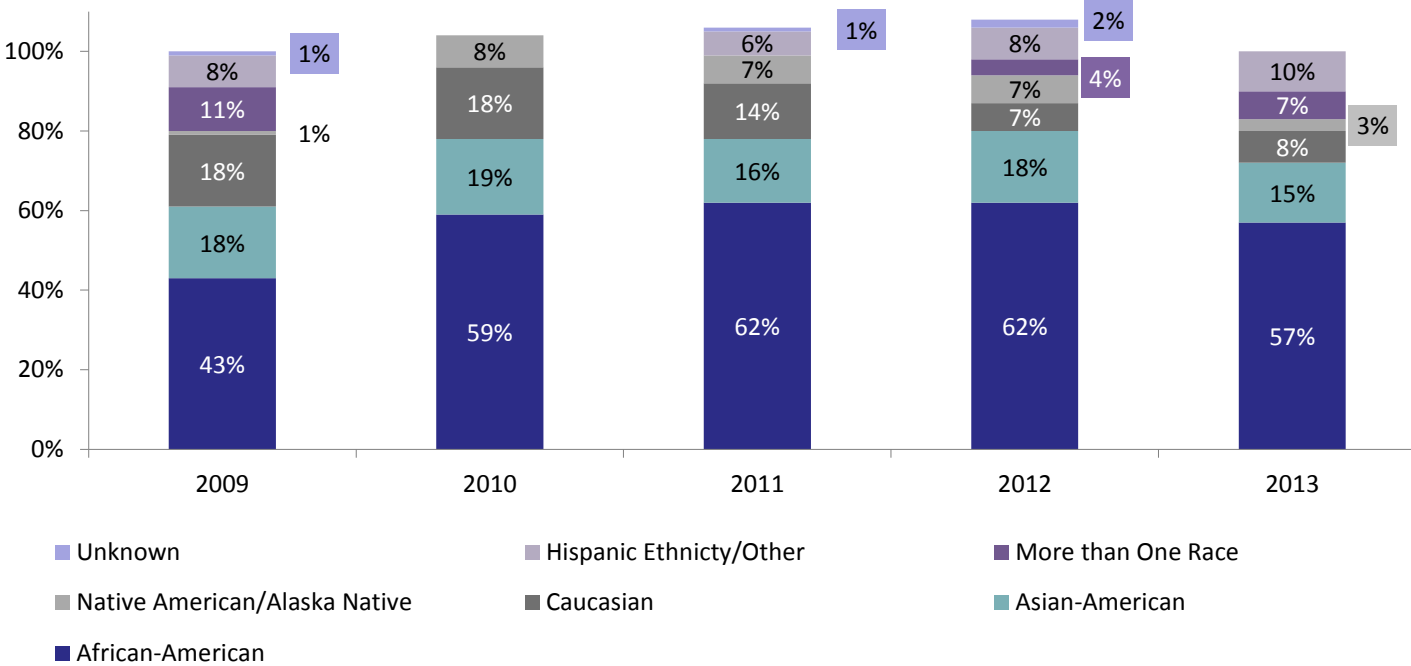
**What strategy (or strategies) are you using to achieve this goal?**

STEP-UP is the City’s primary youth employment strategy. STEP-UP’s mission is to *Prepare youth for success in the workforce by offering quality work and training experiences* and strives to see that all Minneapolis youth are work ready. To achieve this, STEP-UP focuses on youth development through training and work experience and on economic development by identifying economic sectors with projected employer demand. This approach is key to developing a competitive pool of talent that will attract companies and help existing companies expand. In 2012, STEP-UP launched a sector strategy to create career pipelines in health care, finance, legal and outdoor careers. Also, new in fall 2012, STEP-UP offered a year-round option for youth interested in specific career pathways.

In January 2012, The White House invited Mayor Rybak and Hashim Yonis, a former STEP-UP intern and University of Minnesota graduate, to speak at the kick off of the Administration’s new summer-jobs initiative. STEP-UP was highlighted as an exceptional model of private sector engagement, non-profit partnership and governmental leadership.

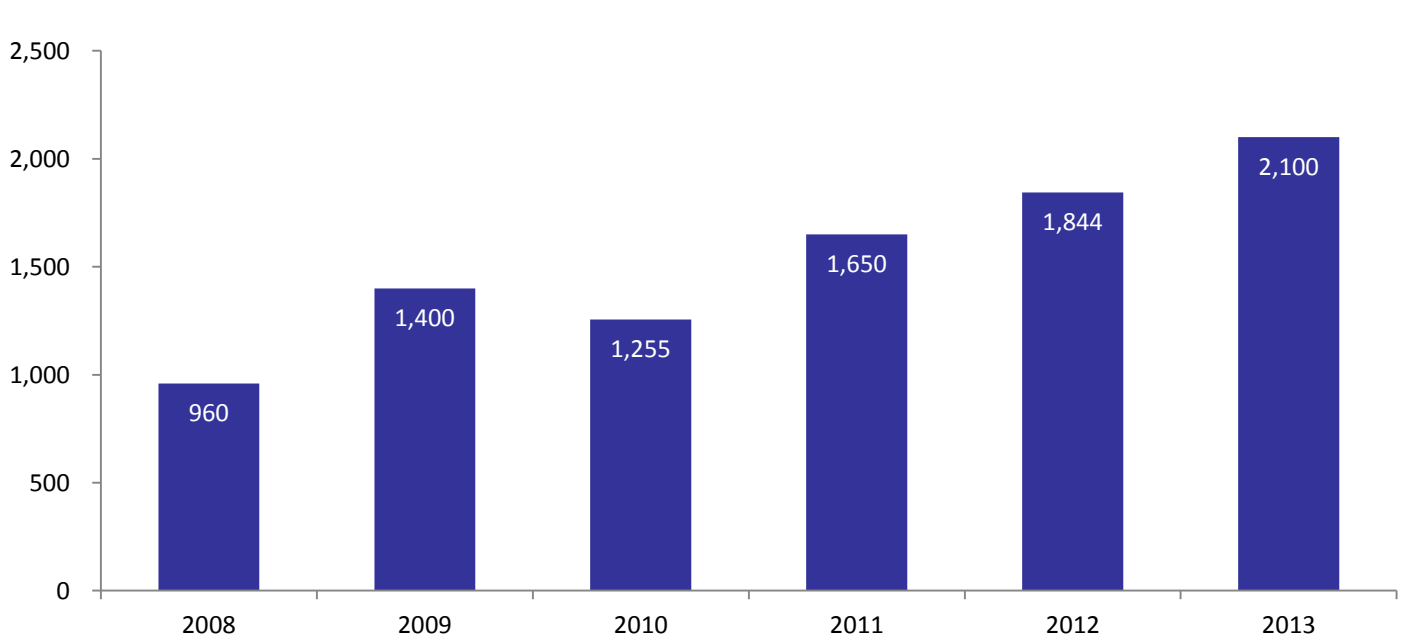
STEP-UP is the employment component of the Mayor’s broader strategy for preparing the future workforce-*-Minneapolis Promise* initiative. The initiative involves the City of Minneapolis, AchieveMpls, Minneapolis Community and Technical College and the University of Minnesota and offers summer jobs, career and college counseling and access to higher education. Results since 2004 include over 18,000 STEP-UP summer jobs, increased graduation rates and college entrance rates and 1,659 college scholarships for Minneapolis high school graduates.

STEP-UP Participants, by Race

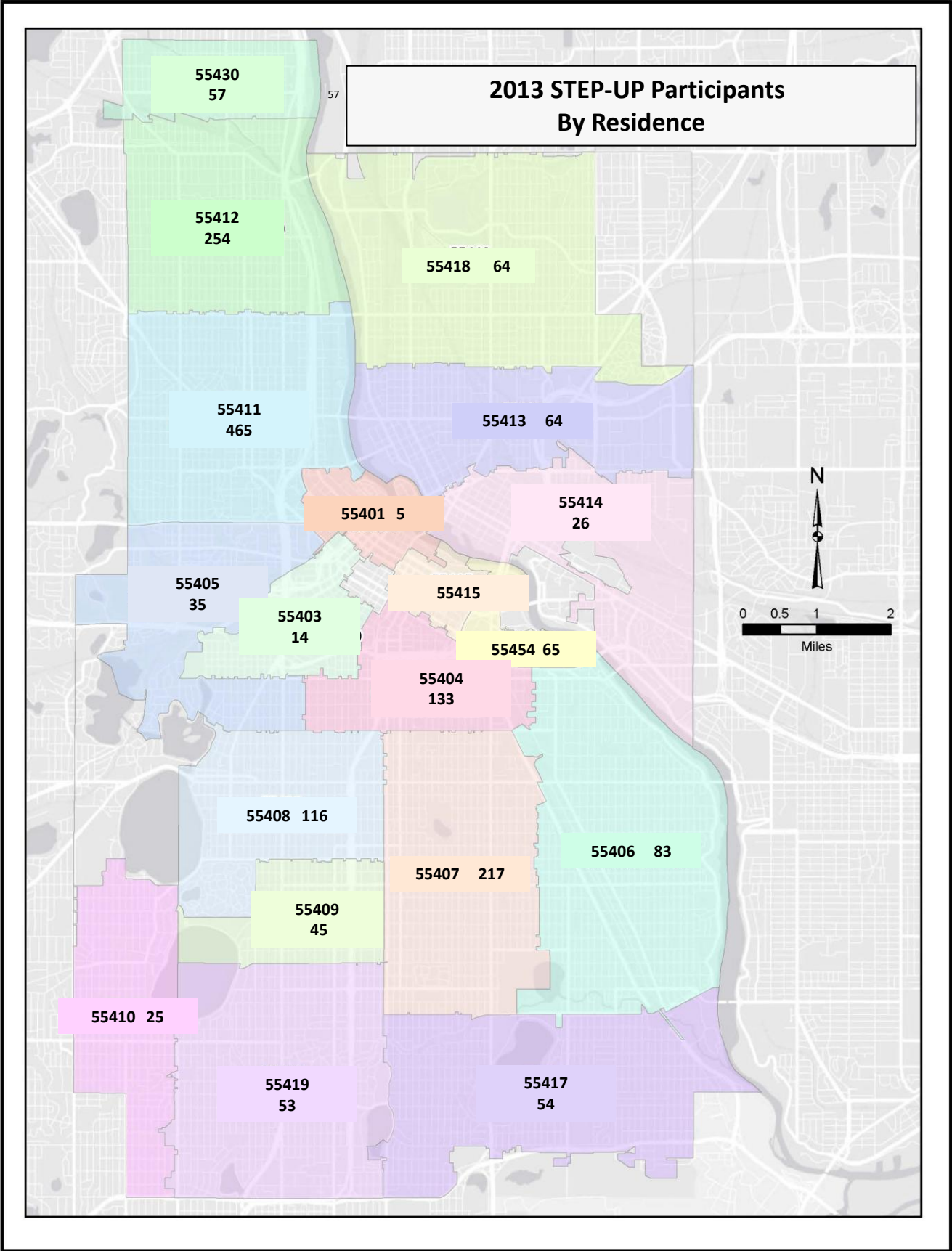


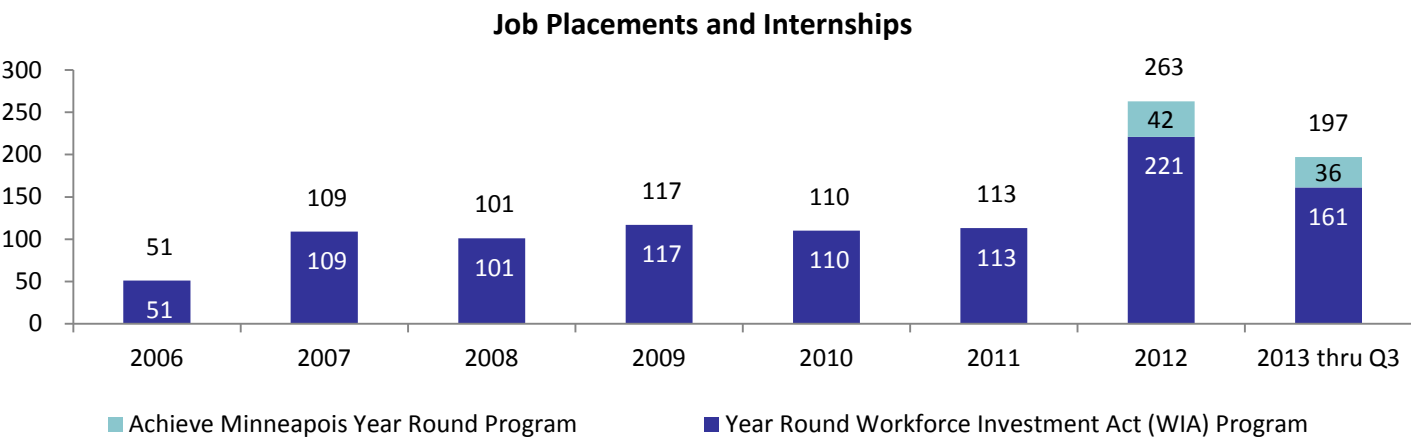
Note: Totals can exceed 100% because participants can respond with more than one race.  
Source: METP Database

Number of STEP-UP Youth Completing STEP-UP Work Readiness Training



Source: CPED; Workforce Development





Note: AchieveMpls Year Round Program was implemented in Fall 2012.

Source: CPED; Workforce Development

**Why is this measure important?**

Along with summer employment programs, City of Minneapolis Employment and Training and AchieveMpls, a close partner on the STEP-UP youth employment program, both offer year round employment programs. For many youth employment is not simply a summer activity; school year programming allows some youth to enhance their workplace talent, while for others, adding needed income for the individual’s and/or family’s economic and social stability.

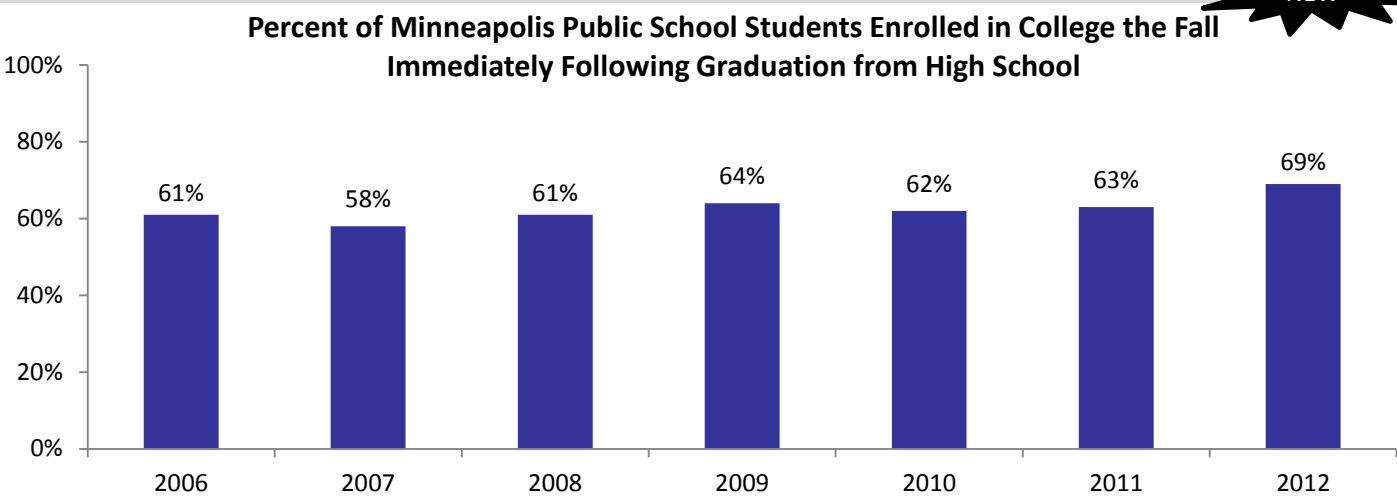
**What will it take to make progress?**

For over a decade federal support provides City of Minneapolis Employment and Training the ability to offer youth with year round employment placements. This program increases youth long-term employability by enhancing educational, occupational and leadership skills. Youth must be economically disadvantaged and have at least one of the following at-risk barriers to be eligible for services: basic skills deficient, school dropout, homeless, runaway or foster child, disabled, pregnant or parenting, offender and requires additional assistance to complete an educational program or secure and hold employment.

Participants set individualized employment and educational goals with guidance from their case manager. Services available are grouped around four major themes: 1) Improving educational achievement (including tutoring, dropout prevention strategies and post-secondary transition); 2) Preparing for and succeeding in employment (paid and unpaid work experience and internships); 3) Supporting youth (providing adult mentoring, 12 month follow-up and support services; and 4) Services intended to develop the potential of young people as citizens and leaders (leadership development opportunities).

Youth outcomes include education and work readiness skill enhancement, attainment of high school diploma or GED, enrollment into post-secondary or advanced training, maintaining employment at 90 and 180 days, and securing industry specific occupational credentials.

More recently, AchieveMpls launched a school year component of STEP-UP Achieve. Running both a fall and spring cohort, AchieveMpls is offering youth an opportunity to work in after-school and weekend jobs. Youth have had job opportunities at 27 different companies, primarily in the non-profit sector. Future coordination with Minneapolis Public Schools “Work-Based Learning” will allow youth to access credits and flexible schedules for their work experience. Flexibility to work within student schedules is fundamental to developing a greater number of internships and positions within private-sector partners in particular.



Source: Achieve Minneapolis

**Why is the measure important?**

The value of going to college is fairly clear. Students who attend college gain skills, knowledge, and credentials for work. It is also striking when you look at it from a return on investment perspective. A Census study estimates that a college degree increases average lifetime earnings by more than \$1 million (as compared to a high school degree).

**What will it take to make progress?**

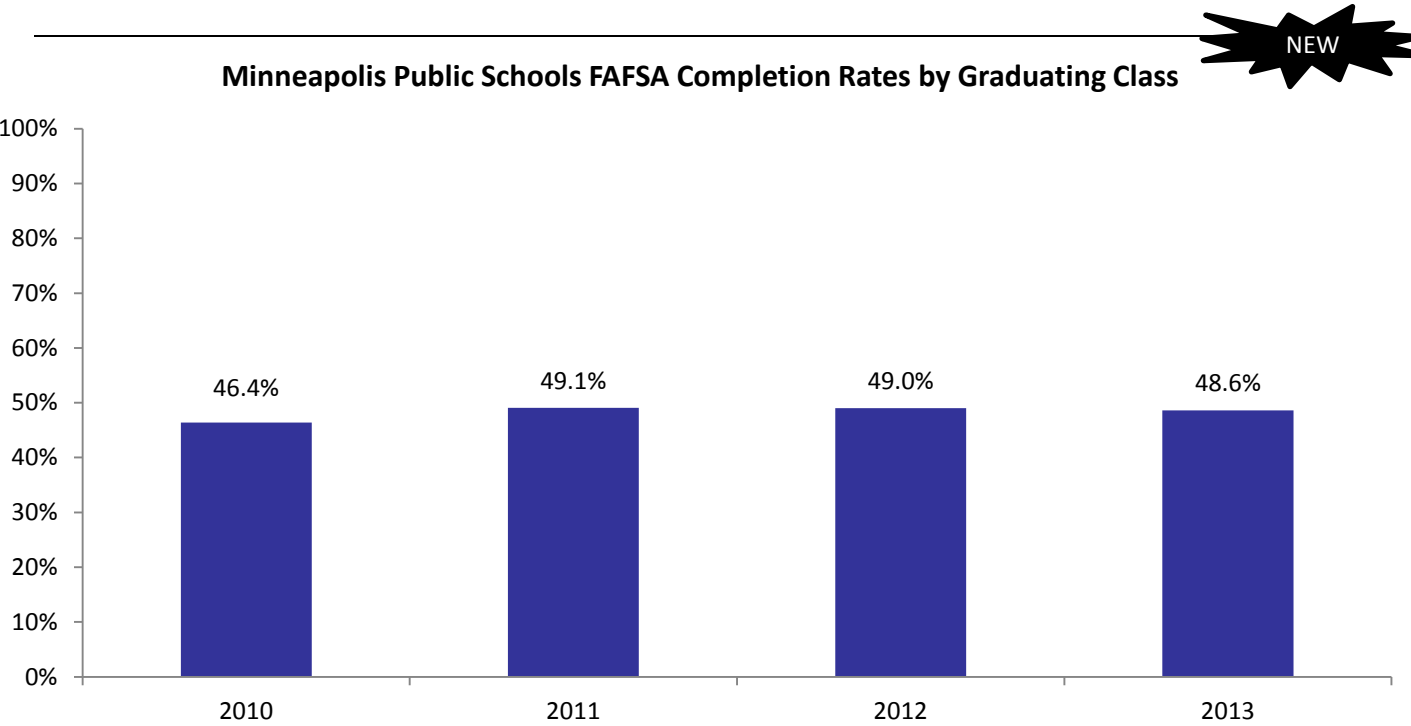
We need to increase the percent of students who graduate from MPS, take the ACT and file the Free Application for Federal Student Aid (FAFSA). If a student graduates from MPS, they are fairly likely to attend college. Improving this number is two-fold. First, since the graduation rate for MPS is just over 50 percent, the first area of improvement is to graduate more students. To increase the college-going rate, focusing on important levers, such as taking the ACT, submitting the FAFSA and completing a college application is necessary for improvement.

We use “My Life Plans,” a series of activities that ensure all students move towards graduation with the knowledge and motivation they need to make purposeful decisions about their goals beyond high school. In 2011, The Governor's Workforce Development Council recommended a comprehensive effort to implement career and college planning for students across the state. They singled out Minneapolis’ My Life Plan as a template for this effort: “few strategies are as straight-forward, practical, and cost-effective.”

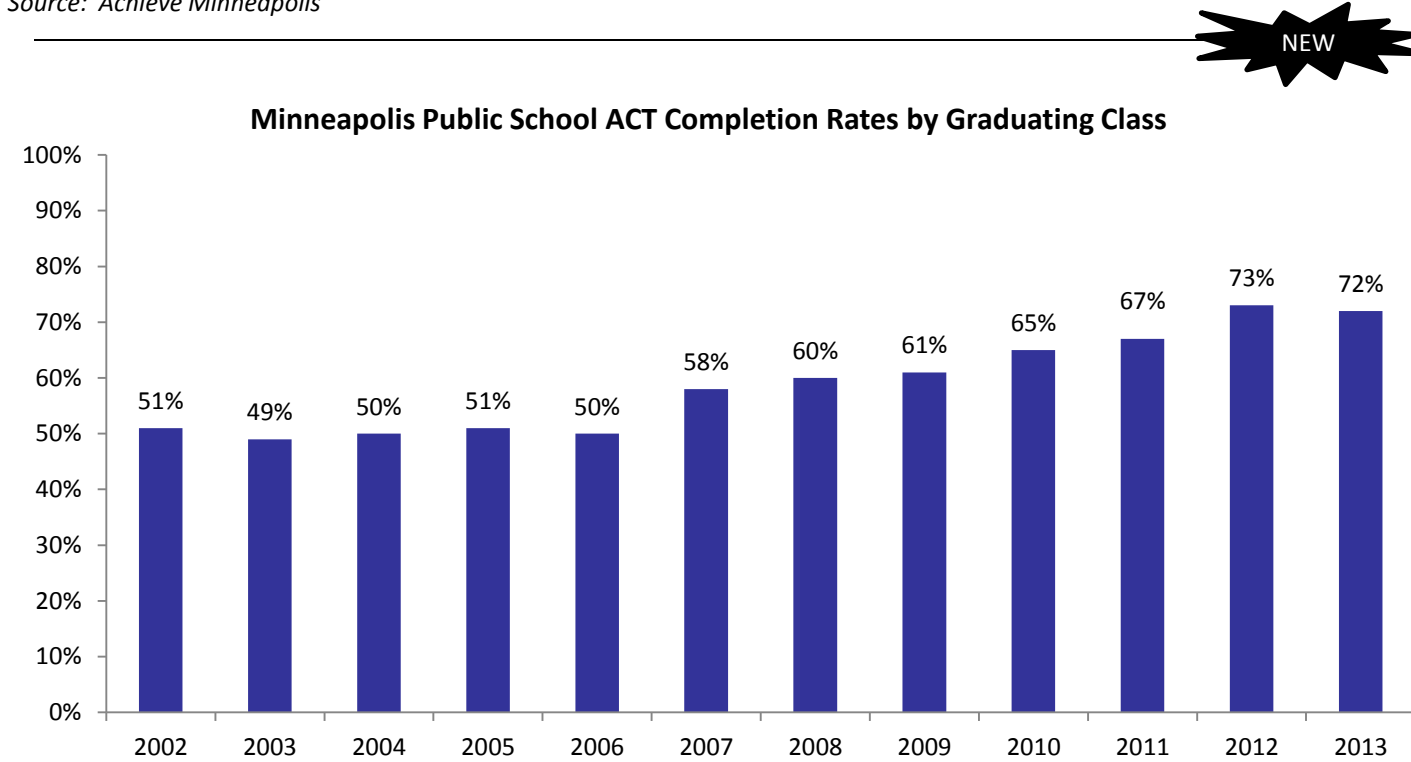
For all but the most affluent students, completing the Free Application for Federal Student Aid (FAFSA) is a key step on the path to college. Yet fewer than half of all MPS seniors complete a FAFSA each year (48.2% this year). This means they are not eligible for any need-based financial aid, including federal grants, work study or student loans. Researchers at the University of Chicago have found that “applying for financial aid ... may be the most critical step for low-income students on the road to college.” Because 66% of MPS students are low-income, failure to complete a FAFSA means that hundreds will not have the option to attend college. Students who complete a FAFSA are four times more likely to enroll in college than those who do not.

Like the FAFSA, taking the ACT is an important step towards students heading to college. Most 4-year

institutions require students to have taken the ACT. While overall composite scores matter for college applications, for many students, simply taking the ACT is an important step. Students may not realize they are ‘college material’ until they take the test. Financial and logistical barriers can keep lower-income, immigrant, or first generation college students from taking the test.



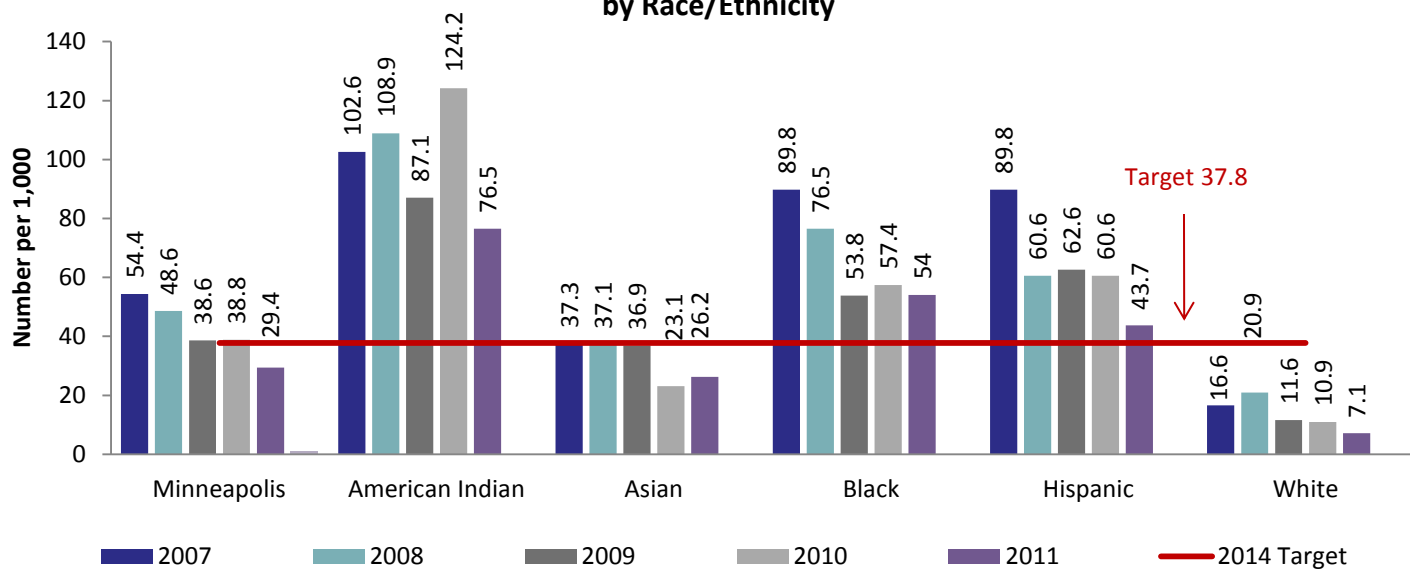
Source: Achieve Minneapolis



Source: Achieve Minneapolis

## Risks and Interruptions

**Minneapolis Teen Pregnancy Rate (15-17 year olds),  
by Race/Ethnicity**



Source: Minnesota Department of Health

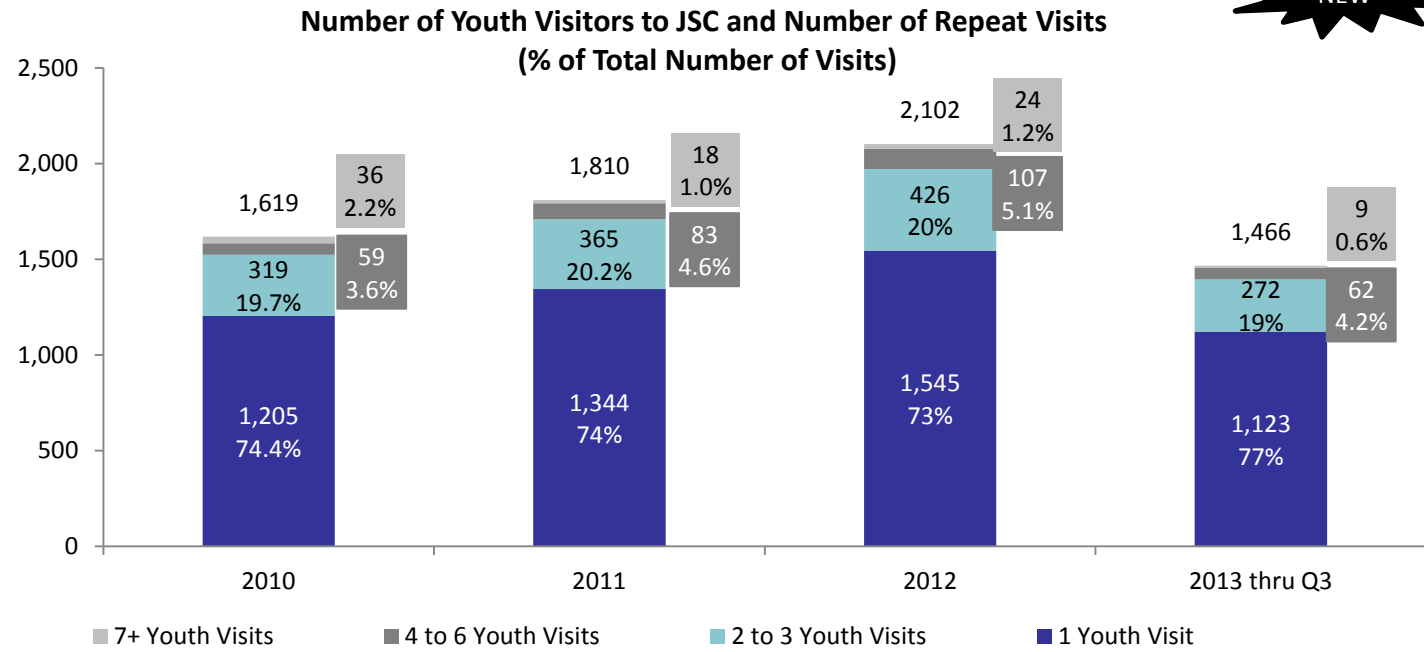
### Why is this measure important?

Teenage childbearing can create challenges for mothers, children and families. Teen mothers are at a higher risk for premature birth, low birth weights and ongoing difficulties such as long-term poverty, lower levels of education and poorer job prospects. Children born to teen parents are at a higher risk for abuse, neglect and poor school performance.

### What will it take to make progress?

Although teen pregnancy rates have been declining since 2006, these rates are substantially higher among American Indians, Blacks and Hispanics. In order to reduce these disparities, more work needs to be done to ensure that all teen girls have access to adolescent health care that is “teen friendly,” contraception, as well as comprehensive sexuality education that is science-based and culturally appropriate. The City has been working with multiple stakeholders to address issues around adolescent sexual health and pregnancy prevention.





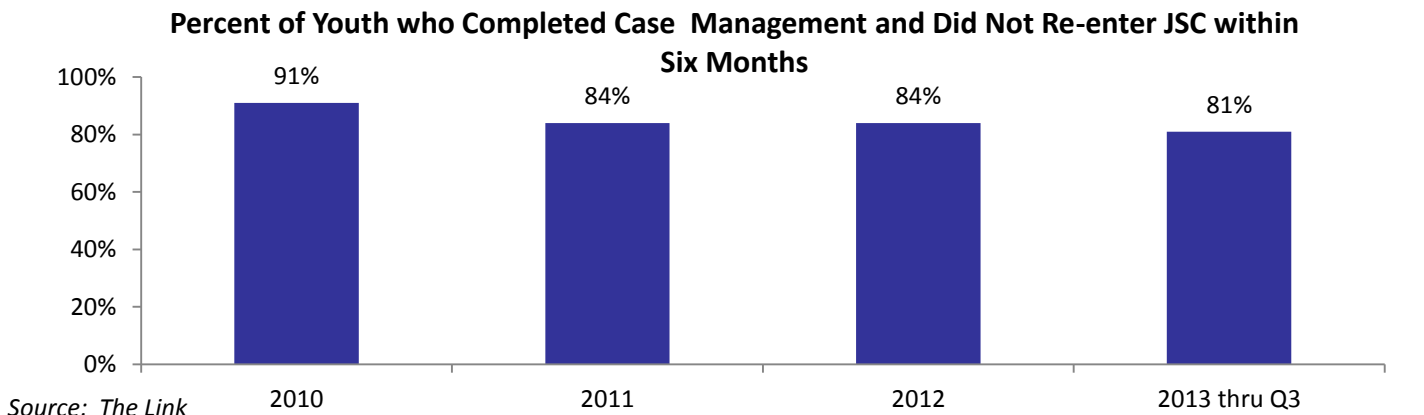
Source: The Link

**Why are these measures important?**

The JSC looks at repeat visits to the JSC as a way to know if the program is successful and if youth are improving their behavior and decreasing their at risk/criminal behavior. This measure is not perfect because not coming into the JSC is only one indicator of improved behavior (you can re-offend and not come to the JSC). Starting in 2014, the JSC will be measuring the number/percentage of youth who complete case management and do not re-offend. Additionally, the JSC will be adding another population to the group that is offered case management: those who have four-six JSC visits. This is in response to the Rainbow Research study that found this group to be the most likely to have positive outcomes from the type of service our case management offers.

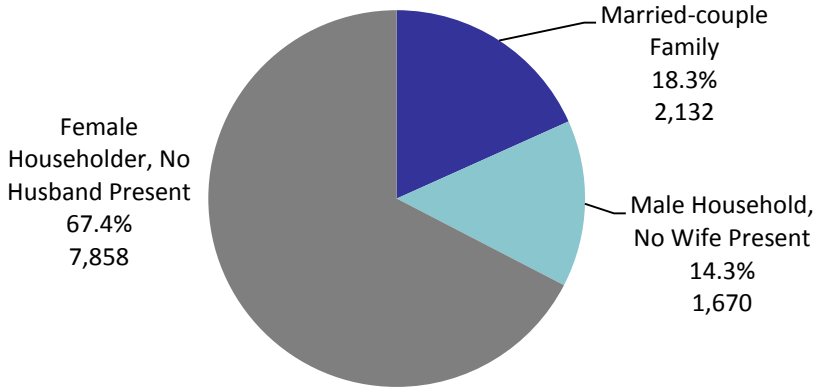
**What will it take to make progress?**

The JSC has seen consistency amongst repeat visits both among the entire JSC population and amongst those who complete case management services. We are unsure of the outcomes of the new measurement of youth not re-offending and of the new population of four-six visit youth. To make progress, the JSC will be continuously analyzing data and adapting services and procedures as needed in order to best serve youth and create the most positive outcomes.



Source: The Link

Income in the Past 12 Months below Poverty level, by Family Type



Source: 2006-2010 American Community Survey Selected Population Tables

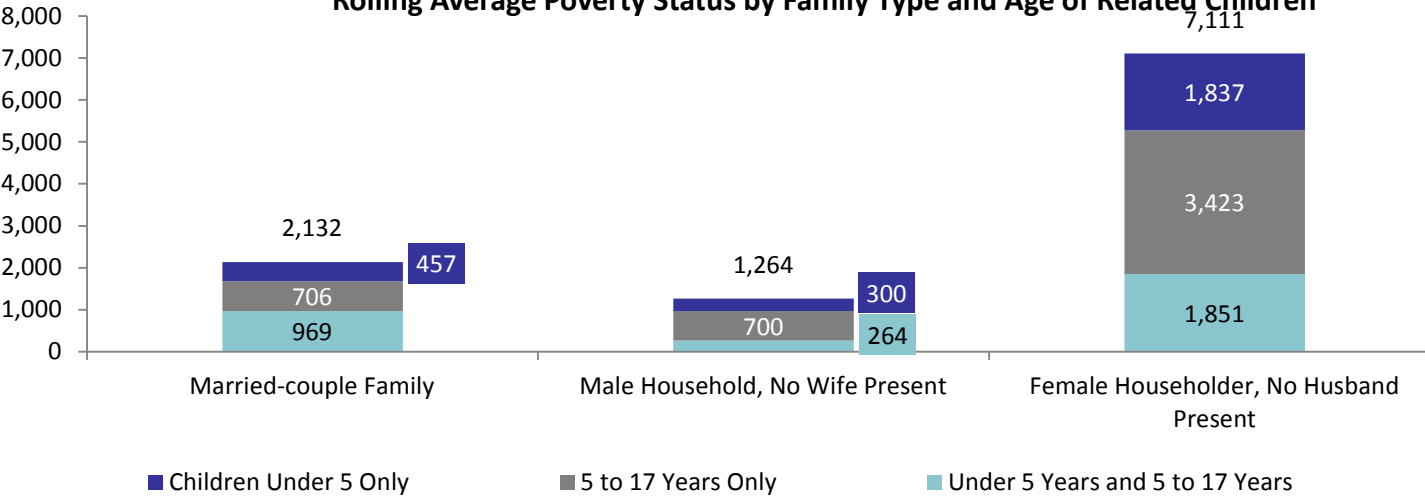
Why is this measure important?

Poverty is a complex issue and cannot be treated as a one-dimensional phenomenon. It directly influences the ability of families to meet their children’s basic needs and provide societal minimums such as shelter, nutrition, and health care. In addition, it has a negative influence on family functioning, increasing the likelihood of marital conflict, psychological distress, depression, and loss of self esteem. The interplay between poverty and homelessness can have a significant developmental impact on the lives children. Poverty also significantly impacts health outcomes such as birth weight. Studies have consistently shown that birth weight decreases steadily with decreasing social status. Poverty and low socio-economic status have a profound effect on child health. Infants of poor women are at a disadvantage before they are born and are more likely to be stillborn or born too early or too small. They are more likely to die within the first week of life and in infancy.

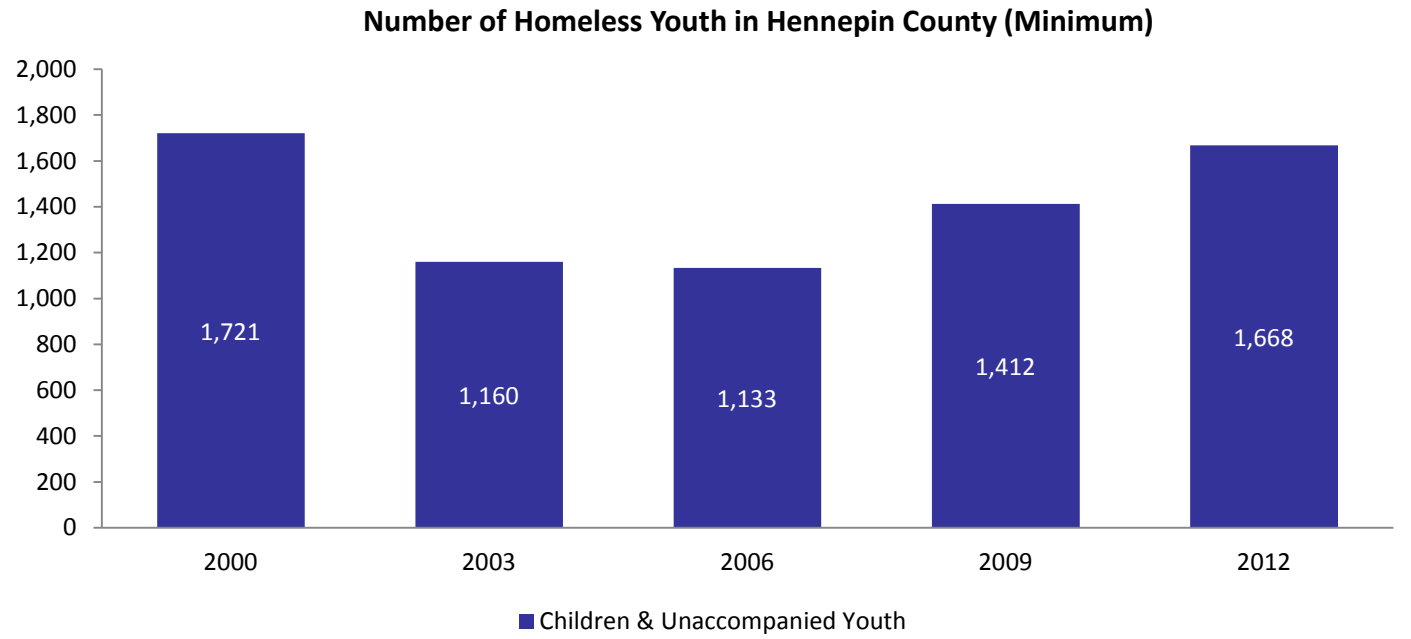
What will it take to make progress?

Understanding human development requires an ecological approach that views the child in a home environment duly placed in a community context, where the family strives to meet their needs and obtain long-term resources. Therefore, the impact of childhood poverty should be examined epidemiologically from the perspective of adverse health, developmental, social, and educational outcomes.

Rolling Average Poverty Status by Family Type and Age of Related Children



Source: 2006-2010 American Community Survey Selected Population Tables



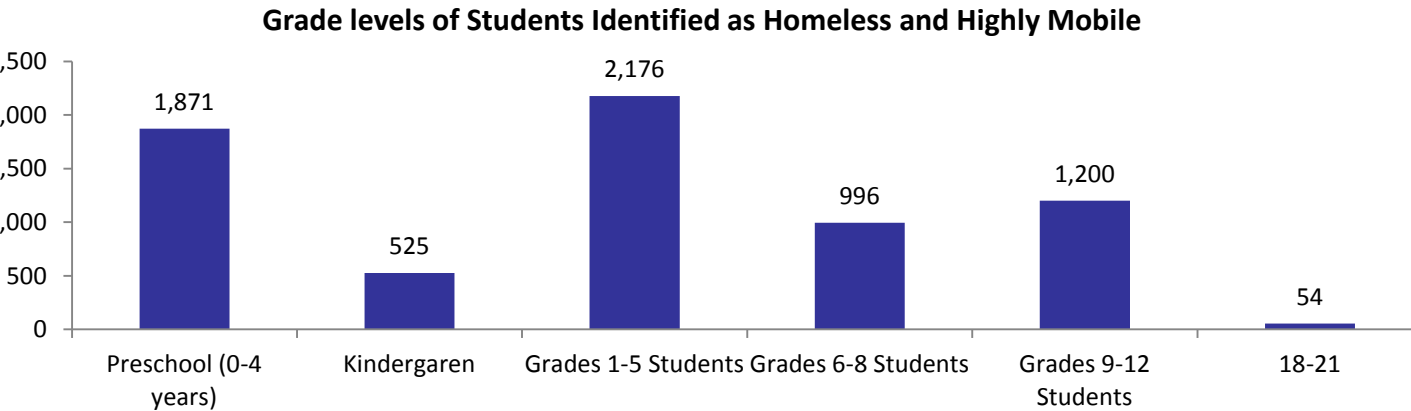
Source: Wilder Research Center

**Why is this measure important?**

Homeless and highly mobile students, on average, have lower attendance rates and score lower on standardized math and reading tests compared to other children who are eligible for free and reduced cost lunch, as well as students from higher income families.

**What will it take to make progress?**

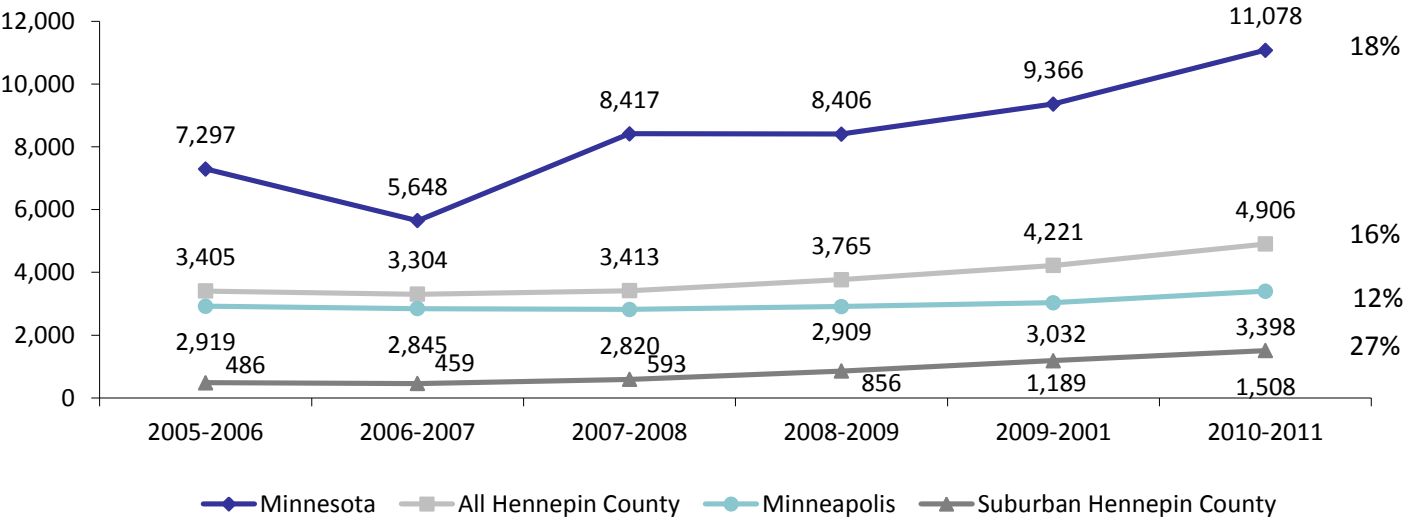
There are a number of changes that would be needed to reduce the number of homeless and highly mobile students. We need more housing that is affordable at 30 percent and below area median income and supportive services when necessary, both for the families and their children. We need a healthier vacancy rate so that we are able to find landlords willing to house families with limited rental history. We need accessible jobs for youth and adults. We need to ensure that all shelter and housing programs focus on the well being and educational needs of the children, as well as the parents. Finally, we need more shelter and housing specifically focused on homeless youth (not connected to parents). Currently they are very hard to track and assist because they couch hop or prostitute themselves for food or a place to sleep.



Source: MPS; 2012-2013 Year End Summary

Homeless and Highly Mobile Enrolled Students

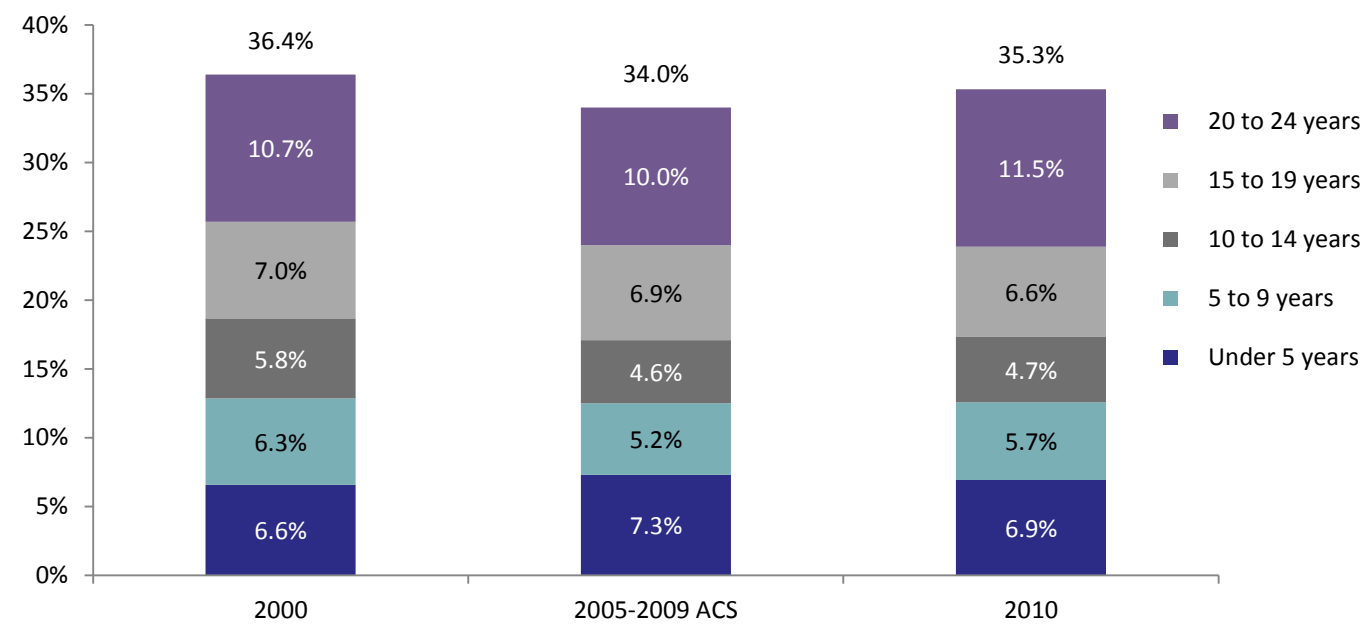
% Increase 09/10 vs. 10/11



Notes: Only includes children and youth documented in this system. Not inclusive of all children and youth; Numbers differ from previous reports, due to differing methodologies for reporting HHM students.  
Source: MARSS Report, MN Attendance and Recording

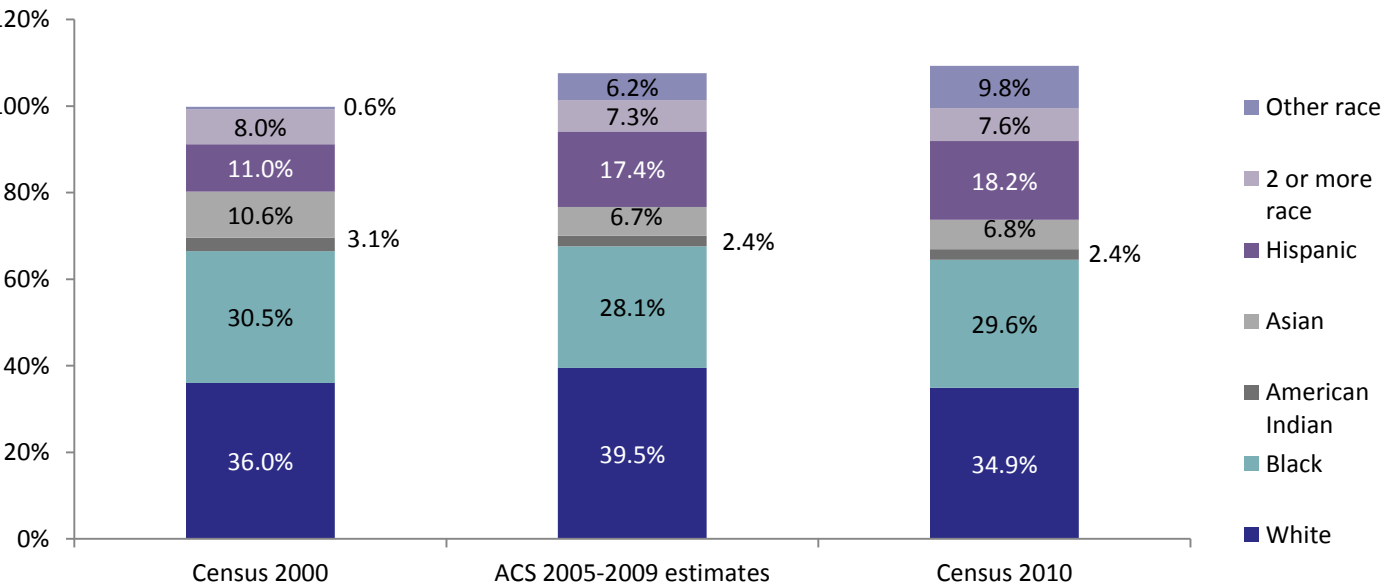
# APPENDIX

**Minneapolis Youth Population, by age  
(as Percent of total Minneapolis population)**



Source: 2000 and 2010 Decennial Census, 2005-2009 American Communities Survey, 5 year estimates

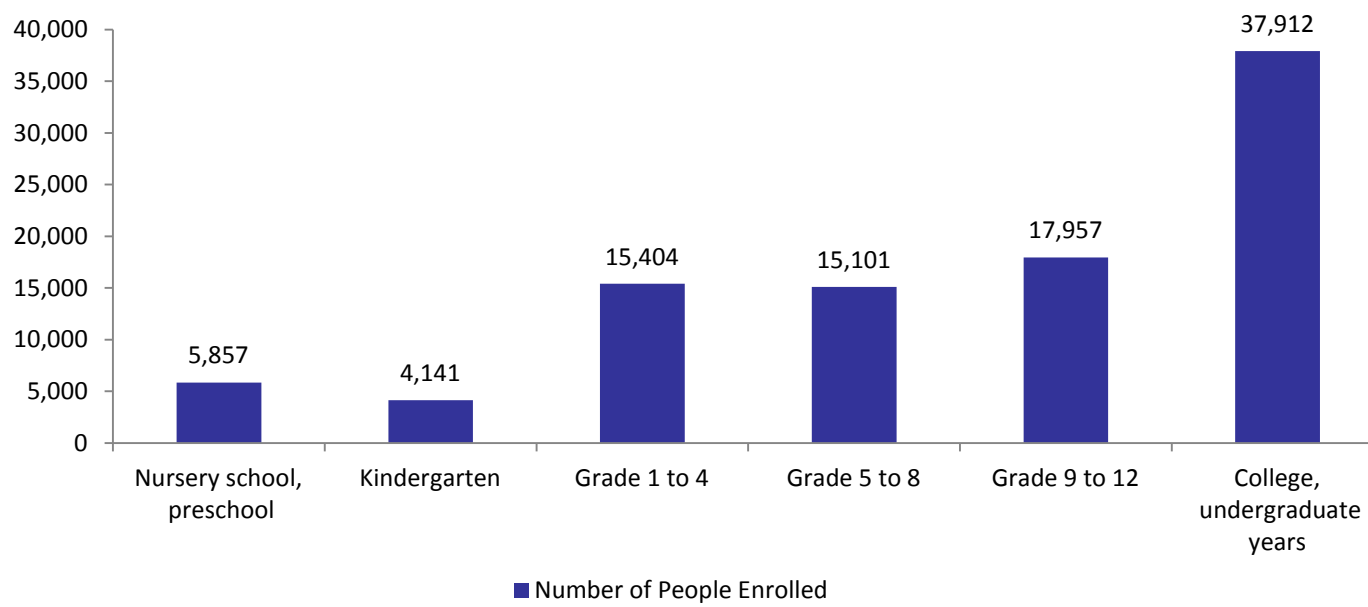
**Race and Ethnicity of Minneapolis Residents under age 18**



Source: Decennial Census, 2000 and 2010, American Communities Survey 2005-2009 5 year estimates

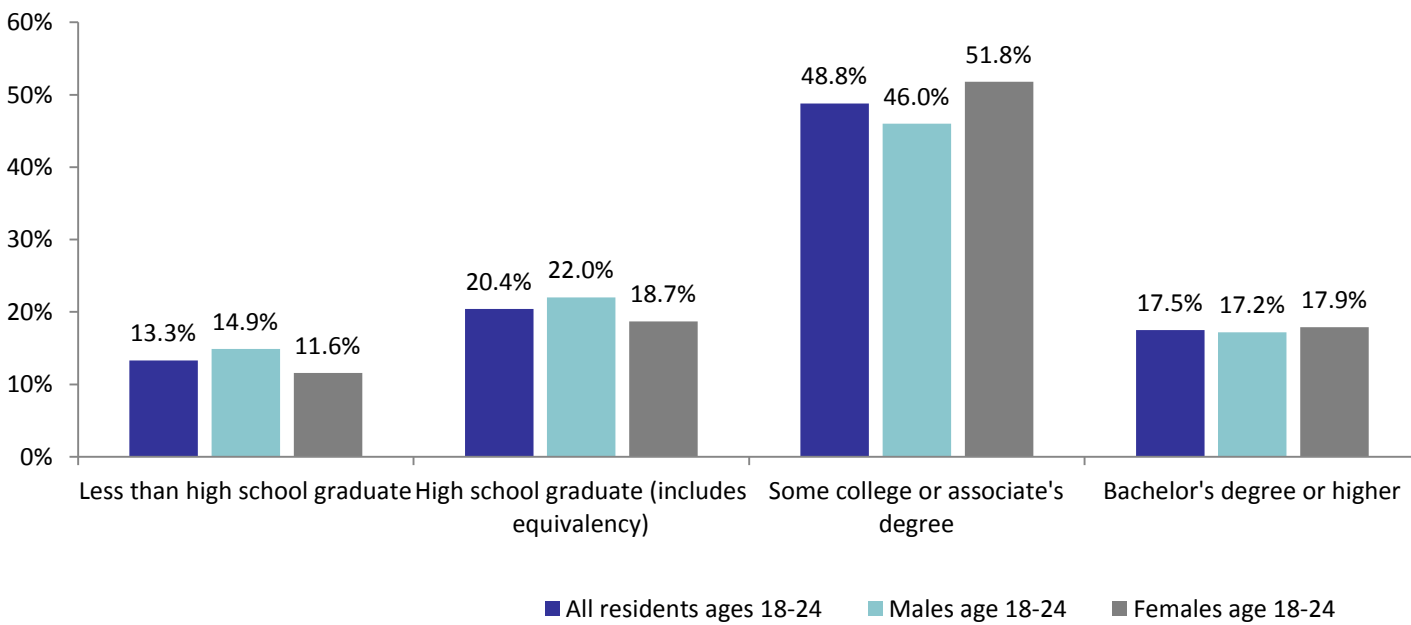
Note: Totals may not equal 100% as individuals may select both a race and a Hispanic/Latino ethnicity

School Enroolement by Level of School for Population over Three- years-old



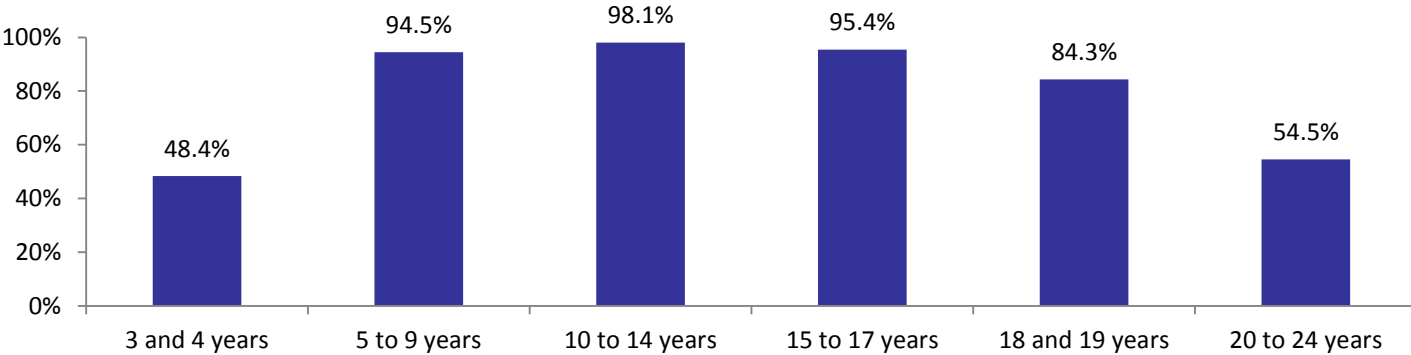
Source: 2006-2010 American Community Survey, Selected Population Tables

Educational Attainment for Residents Age 18-24



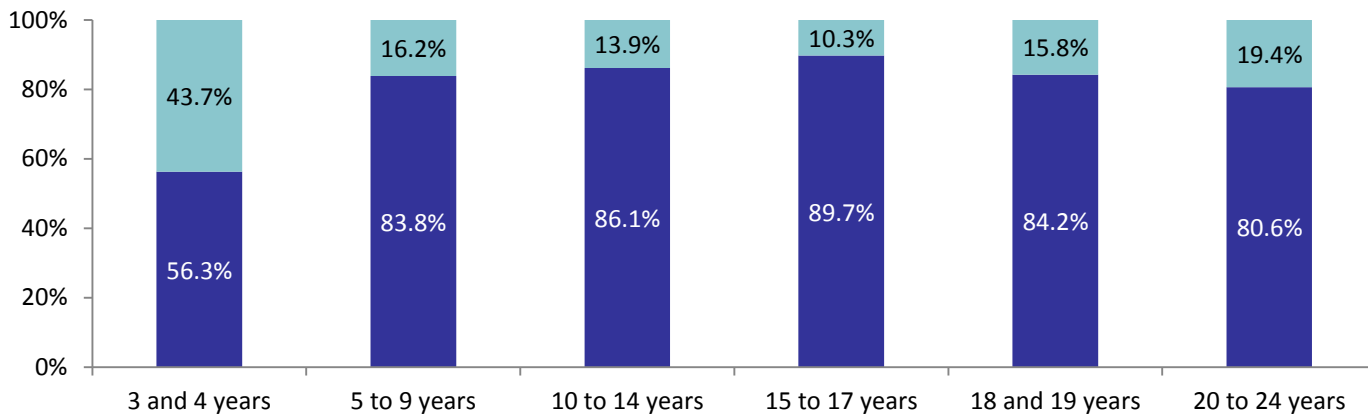
Source: American Communities Survey, 2005-2009 5 year estimates

Percent of Youth Enrolled in School, by age group



Source: American Communities Survey, 2005-2009 5 year estimates

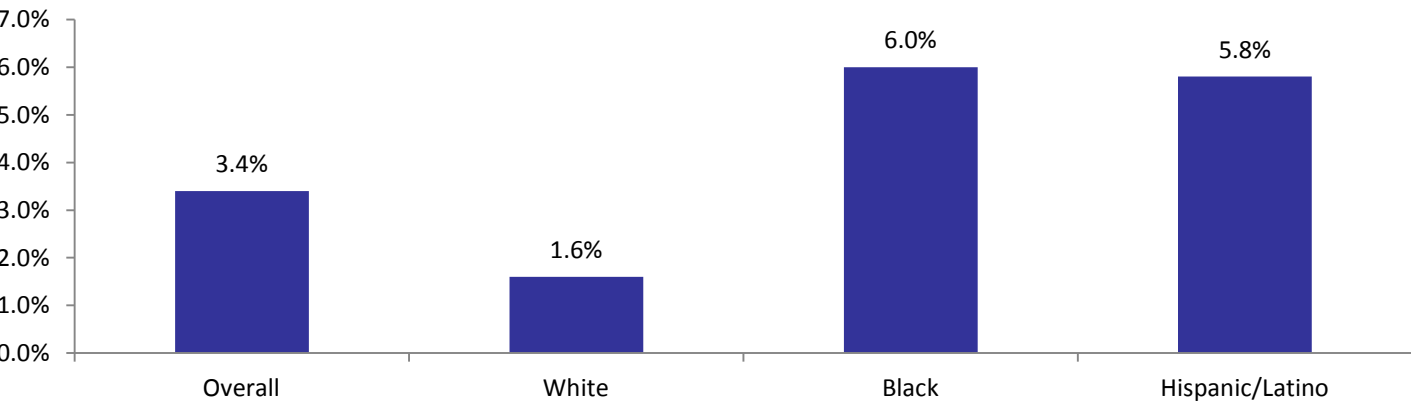
Percent of Enrolled Youth in Public versus Private School



Source: American Communities Survey, 2005-2009 5 year estimates

Private School Public School

Idleness for Residents ages 16-19, by race/ethnicity  
(Those Not Enrolled in School and Not in the Labor Force)



Source: American Communities Survey, 2005-2009 5 year estimates



# MINNEAPOLIS PUBLIC SCHOOLS

## Pre-K-12 Schools Map for 2012-2013

